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ABSTRACT

The three objectives of this study are: (1) to identify the particular learning needs of the students at the Institute of American Indian Arts; (2) to evaluate the attitudes of the teachers, and the acceptance by the students of an instructional materials center program and (3) to describe the inception of such a program. It is noted that different traditions and language have created resistance to learning in a mono-cultural anglo-oriented school system. Changes in educators' attitudes, different forms of school direction and control, and innovative teaching methods are proposed for more effective educational programs. The instructional materials center program aims to overcome deficiencies in previous educational experience and provide materials for enriched learning, locally and to other schools. Further development of an integrated instructional materials center program requires additional facilities, equipment, materials and trained personnel in order to accomplish the objectives and specialized functions of a dynamic media and resource center for Indian culture. (MM)

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THE DEVELOPMENT OF AN INSTRUCTIONAL MATERIALS CENTER AT THE INSTITUTE OF AMERICAN INDIAN ARTS, SANTA FE, NEW MEXICO, 1970.

A Thesis

Presented to

The Faculty of the Department of Librarianship

San Jose State College

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

By

Ruth Blank

June 1971

LI 003 284

DEDICATION

Wholehearted dedication is made of this thesis to Janet Noll Naumer, professional librarian, whose enthusiasm, hard work, and ability guided the instructional materials center at the Institute of American Indian Arts from an idea to reality.

The generous donation of her limited time and personal materials has made this study possible.

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A TALE OF TWO CITIES: SAN JOSE AND SANTA FE

San Jose. Grateful acknowledgment is made to Dr. Shirley Hopkinson for her guidance and advice in making this study; to Mrs. Mildred Chatton for opening my eyes and ears to multi-media; to the Faculty of the School of Librarianship, San Jose State College, who have guided me in the ways of librarianship; to Miss Christine Simpson of the Documents Division of the San Jose State Library for her warm interest and help; to Mrs. Mary E. Ford for her correspondence in reference to her thesis on Indian school libraries; to Dr. Harold H. Hailer and Dr. Carl H. Rich of the School of Education, and Dr. James L. Dolby, School of Natural Sciences and Mathematics, San Jose State College, for their criticism and counsel.

Santa Fe. Thanks are offered to Mr. Lloyd H. New and Mr. Dave Warren for allowing me to visit the Institute of American Indian Arts for the purpose of this study; gratitude for Mr. Gene Fulgenzi and all the teachers and staff at the Institute for their kindness and cooperation during my visit; appreciation for information on the Instructional Service Center to Mr. Ray Reese, Brigham City, Utah; special mention to Mr. Paul Masters, whose students in photography provided pictures of the library and to Mr. James McGrath for the Cultural Followthrough Teacher Packet; and most emphatically, warm affection for the students at the Institute of American Indian Arts who have enriched all of us by their contributions to the culture of our country.

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Chapter 1

THE PROBLEM AND DEFINITIONS OF TERMS USED

The Institute of American Indian Arts was established in 1962 at Santa Fe, New Mexico, by the Federal Government to provide an educational art program for American Indian students from all parts of the United States. The school includes a four year accredited high school and an optional two years of advanced post-graduate work in academic and art subjects. The purposes and aims of the Institute's program are to develop the artistic and creative expression of the individual student through the unique values of his culture in the visual and performing arts. Study of traditional Indian art forms and modern art techniques forms a base for continuing education in colleges, technical schools, or employment in arts-related vocations.

In 1968, planning was initiated for a long-range program to convert the existing library into a learning and performing resource center following current educational research and technology.[1] The proposed facility, designated as an Instructional Materials Center, would incorporate (1) multi-media

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[1] James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, AV Instruction: Media and Methods (3d ed.; New York: McGraw-Hill Book Co., 1969), p. 7.

for teaching purposes and independent study and (2) the production, display, and dissemination of locally developed cultural materials.

THE PROBLEM

Statement of the Problem

It was the purpose of this study: (1) to identify the particular learning needs of the students at the Institute of American Indian Arts; (2) to evaluate the attitudes of the teachers and acceptance by the students of an instructional materials center program; and (3) to describe the inception of such a program.

Importance of the Study

The record for academic achievement and performance by American Indian students of high school age at government schools in the United States is two years behind that of the national average.[1] It is important to evaluate the use of instructional materials and multi-media as a means for "bridging the gap" of cultural difference toward improved scholastic experience for minority students.

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[1]U.S., Congress, Senate, Committee on Labor and Public Welfare, Special Subcommittee on Indian Education, Indian Education: A National Tragedy - A National Challenge, 1969 Report, 91st Cong., 1st Sess., November 3, 1969 (Washington: Government Printing Office, 1969), p. 63.

The recording of the problems and progress of a developing media center program at the Institute of American Indian Arts can serve as a prototype and basis for continuing study and possible application at other schools.

Limitations and Scope of Study

The conversion of the existing library at the Institute of American Indian Arts to an instructional materials center was started in October 1969. This descriptive study has been based on the progress and changes effected from October 1969 to October 1970. During a period of six weeks in September and October 1970, observations were made at the school in Santa Fe, New Mexico, by the writer; personal interviews with administrators and questionnaires for students[1] and teachers[2] were used for purposes of this study. Any conclusions reached are necessarily limited by the time and techniques available.

Organization of the Remainder of the Thesis

Definitions of the terms and abbreviations used will complete the first chapter.

A review of the related literature is made in the second chapter on: (1) the history and problems of Indian education in the United States; (2) recent innovations in education; and (3) instructional materials and Indian education.

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[1] Appendix A.

[2] Appendix B.

The third chapter deals with the history of the Institute of American Arts, its stated aims and purposes, and its unique place as an innovative school in the Bureau of Indian Affairs' school system. Opinions of the students' educational needs were obtained by personal interviews with the administration and teachers. Results of recent testing of the students are presented.

The fourth chapter describes: (1) the library facilities and materials up to October 1969 and (2) the means for funding the initial conversion of the library to an instructional materials center, 1969-1970. The long-range projection and plans for an integrated learning and arts resource center by 1977 are included in this chapter.

The fifth chapter reviews the actual progress made in one year's time in the various areas characterizing the physical and functional attributes of the instructional materials center.

The sixth chapter presents the responses obtained from the students and teachers by questionnaires and interviews on the use of the library and audiovisual equipment and materials.

The seventh chapter summarizes the work and results of this thesis project and presents conclusions based on the study.

DEFINITIONS OF TERMS USED

The Institute of American Indian Arts. Hereafter, within the context of this study, "the Institute," "IAIA," or "the school" shall refer to the

Institute of American Indian Arts located on Cerrillos Road in Santa Fe, New Mexico.

Culturally different. As used by the writer, this term refers to an identified group of people with a heritage and values symbolized and expressed by language, social relations, government, religion and life styles in forms differing from that of other cultural groups. This term is preferred and considered more appropriate than other designations such as "culturally disadvantaged" or "culturally deprived" found in the literature.

Title I. "Title I" refers to that part of the Elementary and Secondary Act of 1965 (PL 89-10)[1] which pertains to the allocation of government funds for overcoming educational deprivation associated with poverty and race.

BIA. The abbreviation "BIA" will be used for the Bureau of Indian Affairs, the United States Government agency under the Department of the Interior, which coordinates and directs the diverse aspects of the Indians' relationship to the government.

Compensatory education. "'Compensatory education' has been aimed at modifying the behavior of the individual so that he can better survive in

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[1]Elementary and Secondary Education Act of 1965 (ESEA), 79 Stat. 27 (1965).

the educational system or at altering the system so that it will be more successful with students having special difficulties."[1]

Standards. The word "Standards" shall refer to the publication, Standards for School Media Programs, 1969,[2] prepared by a joint committee of the American Library Association and the National Education Association.

Instructional Materials Center. The "Instructional Materials Center" (in abbreviated form "IMC") shall refer to the facility at the school which incorporates the former library. The definition is the same as for "media center" in the Standards.

Media center. "A learning center in a school where a full range of print and audiovisual media, necessary equipment, and services from media specialists are accessible to students and teachers."[3]

Media. "Printed and audiovisual forms of communication and their accompanying technology."[4]

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[1]Edward L. McDill, Mary S. McDill, and J. Timothy Sprehe, Strategies for Success in Compensatory Education: An Appraisal of Evaluation Research (Baltimore: Johns Hopkins Press, 1969), p. 1.

[2]American Library Association and National Education Association, Standards for School Media Programs (Chicago: American Library Association, 1969), p. xv.

[3]Ibid.

[4]Ibid.

Media program. "All the instructional and other services furnished to students and teachers by a media center and its staff."[1]

Multi-media. "Multi-media" shall refer to a variety of media in its totality.

AV. "AV" is the abbreviation used for audiovisual, referring to the collective instructional technology involving aural and visual perception.

The librarian. Various terms, such as media or education specialist, will be by-passed in this report in favor of the generic title "librarian" to mean the professional person in charge of developing and administering the instructional materials center.

Library assistant. This title is used in this study for the member of the instructional materials center staff who fulfills the job description according to GS-1411-0,[2] in addition to performing the duties of

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[1] Ibid.

[2] U.S., Civil Service Commission, Position Classification Standards: GS-1411-0 (Washington: Government Printing Office, September 1957), p. 1. "This series includes all classes of positions the duties of which are to supervise or perform work involved in acquiring, recording, maintaining, and circulating library material and rendering library services where such work does not require full training in library science, or the equivalent."

"media technician"[1] as described in the Standards for School Media Programs.

The Kennedy Report. The "Kennedy Report" is the popular name for a report made by a special Senate committee, 1969, after investigating Indian education in the United States. The late Senator Robert F. Kennedy was its first chairman.

PPBS. The abbreviation "PPBS" refers to Planned Programmed Budgeting System: "A plan for an organization . . . which prescribes actions to be taken and activities to be carried on in the future to advance the organization's perceived objectives."[2]

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[1]Standards, p. xv, "Media Technician - A media staff member who has training below the media specialist level, but who has special competencies in one or more of the following fields: graphics production and display, information and materials processing, photographic production, and equipment operation and simple maintenance."

[2]David Novick, "Long-Range Planning Through Program Budgeting" (paper presented at a Working Symposium on Long-Range Forecasting and Planning, sponsored by the Organisation for Economic Co-operation and Development, October 1968, at Lake Como, Italy), p. 1.

Chapter 2

REVIEW OF THE LITERATURE

At a time of evaluation and change in educational programs for all youth in the United States, increasing attention is drawn to the special problems and needs of children belonging to culturally different minority groups. The problems of education for native American Indian children differ from those of other ethnic minorities because of an historically unique relationship and dependence on the Federal Government:

> The position of the Indian differs from that of other minorities, because Congress, as it extended its rule across the continent, recognized the Indian tribes as sovereign nations, and concluded some 400 separate treaties with them. Many of these agreements promised education as one of the federal services that would be provided in exchange for Indian lands.[1]

The development and application of programs for improving the quality and attaining more effectual education for Indian youth necessitates knowledge and awareness of the social, cultural, traditional, emotional, and economic factors influencing the life of the people, past and present.

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[1]Estelle Fuchs, "Time to Redeem an Old Promise," Saturday Review, January 24, 1970, p. 55.

INDIAN EDUCATION IN THE UNITED STATES

Historical Perspective

When the European white man arrived on the shores of the North American continent over four hundred years ago, he found the land occupied by groups of native peoples to whom he applied the all-embracing term — American Indians. Tribal groups, geographically dispersed, differed from each other in language, customs and traditions, but shared in common a relationship to the soil and land from which they derived their food and sustenance. In spite of attempts to assimilate the Indian into the white-anglo pattern of life and culture, traditional beliefs and customs have persisted into the twentieth century, reinforcing the determination for maintenance of identity by the Indian.

The early settlers in the New World considered education as the best means for civilizing and Christianizing the children of the "barbarians and infidels."[1] Education meant teaching the Indian child the skills and knowledge of the white man's way of life and religion, while ignoring the values of the Indian's own culture. The hoped-for effects, if not the aim of the education forced on the Indian, were to obliterate the cultural manifestations of his heritage.

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[1]U.S., Congress, Senate, Committee on Labor and Public Welfare, Special Subcommittee on Indian Education, Indian Education: A National Tragedy - A National Challenge, 1969 Report, 91st Cong., 1st Sess., November 3, 1969 (Washington: Government Printing Office, 1969), p. 10.

In return for land occupied by white settlers, Indians were offered treaties by the United States Government with specific provisions for services such as education, medical care, and agricultural training. Four hundred treaties were made from 1778 to 1871 in which were established the legal basis and policy for government responsibility in education the Indians.[1]

In 1849 the Bureau of Indian Affairs was moved from the jurisdiction of the War Department to the Department of the Interior:

> The attitudes of the early Commissioners of Indian Affairs shaped the policies of Indian education for the century that followed, given the broad legislative discretion granted by Congress to the Secretary of Interior, and in turn to the "Head" of Indian Affairs, to manage the education of Indians.[2]

The Federal boarding school system was established, necessitated partially by the distances and terrain of the reservations. Various religious denominations, eager to gain new converts, undertook the "civilizing task" with the support of Federal money, but by the beginning of the twentieth century, the Indian Bureau relinquished most of its contracts with the missionary groups because of public protest against Federal aid to sectarian schools.[3]

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[1] Ibid., pp. 10-11.

[2] Ibid., p. 144.

[3] Edward A. Parmee, Formal Education and Culture Change: A Modern Apache Indian Community and Government Education Programs (Tucson: University of Arizona Press, 1968), p. 14.

In 1887, the Dawes Severalty Act[1] was passed which provided for land allotment to individual Indians. Consequently, the Indian tribal base was reduced drastically, creating severe economic and social disorganization of the Indian family. In very harsh terms:

> This land policy was directly related to the Government's Indian education policy because proceeds from the destruction of the Indian land base were to be used to pay the costs of taking Indian children from their homes and placing them in Federal boarding schools, a system designed to dissolve the Indian social structure.[2]

Results of investigation of the depressed social-economic conditions of Indians were made in the Meriam Report of 1928.[3] The major findings of the survey were that (1) Indians were excluded from management of their own affairs and (2) Indians were receiving poor quality of services (especially health and education) from public officials who were supposed to be serving their needs. It stressed the need for a relevant instructional curriculum adapted to the background of the students, awareness of a child's problems in adapting to an alien language, and lack of participation by Indian parents in direction of their schools.[4] The Meriam Report was most forceful in its

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[1]U.S., Congress, op. cit., p. 12.

[2]Ibid.

[3]The Meriam Report was prepared by the Brookings Institution of Washington, D.C. (formerly Institute for Government Research) under the direction of Lewis Meriam of the University of Chicago.

[4]U.S., Congress, op. cit., p. 13.

analysis and criticism of the Federal off-reservation boarding schools, pointing out the "variance with modern views of education and social work, which regard home and family as essential institutions from which it is undesirable to uproot children."[1]

The inhumanity of the policies of the 1920's was dramatized most vividly in the situation of Navaho children under nine years of age who were forcibly removed from their families to strange surroundings to be taught about a world alien to previous experience and language. The emotional impact and unpleasant association with white-anglo education has lasted to the present.

The Indian Reorganization Act of 1934 was passed to correct some of the injustices defined in the Meriam Report. Programs in bilingual education, adult basic education, training of Indian teachers, Indian culture, and in-service teacher training were started. A move was made to discontinue boarding schools in favor of day schools.[2]

Assimilation of the Indian into the mainstream of American life was still the goal of Government policy in education. The Johnson-O'Malley Act of 1934,[3] Public Law 815,[4] and Public Law 874[5] were designed to

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[1] Ibid., p. 154.

[2] Ibid., p. 13.

[3] Ibid., p. 32.

[4] Ibid., pp. 32-33.

[5] Ibid., pp. 33-34.

encourage and provide attendance of Indian children at public schools adjacent to or in the vicinity of their homes and reservations. Federal funds were awarded to state governments and local school districts to offset the cost of providing education for children whose families resided on tax-exempt property (reservations).

Misinterpretation and confusion in use of Federal funds by the public schools produced very little in the way of direct pertinent education for Indian youth.[1] Indian children encountered conflict with white society that inhibited the learning process and created increased tensions in cultural identity. "Teachers showed a rather shocking unawareness of Indian problems, which differed from those of the average non-Indian student."[2] Rather than integrating the Indian into the anglo school society, the cultural differences were accentuated in classroom performance to the detriment of the Indian youth's pride and self-concept.[3]

The Indian Student

In spite of the destructive assaults on cultural, economic, and spiritual survival, the Indian population is increasing at the rate of 3.3 percent per year. If the present rate of growth continues, the population will

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[1] Ibid., pp. 34-44.

[2] Parmee, op. cit., p. 28.

[3] Ibid., p. 110.

double in twenty-one years.[1] In 1968, there were 152,088 Indian children between the ages of six and eighteen: 61.3 percent attended public schools, 32.7 percent were enrolled in Federal schools, and 6 percent in mission and other schools. Some 6,616 school-age children were not in school at all. The Bureau of Indian Affairs operates 77 boarding schools and 147 day schools.[2]

Academic record. Brophy and Aberle, in their compilation of the findings of the Commission on the Rights, Liberties, and Responsibilities of the American Indian, wrote:

> The majority of Indian pupils today are either above the general age level for their respective classes or are below academic norms, and they drop out of school more frequently than do their non-Indian classmates. The problem is to find the method of teaching and the kind of school environment most conducive to the progress of the non-English-speaking Indian.[3]

They commented further:

> Available evidence supports the view that Indian students have about the same mental equipment as other American children. Under certain circumstances even the most gifted of any race may rank low in I.Q.

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[1] U.S., Congress, op. cit., p. 55.

[2] Ibid., p. XII. Two special schools bring the total to 226 federally run schools in 1970.

[3] William A. Brophy and Sophie D. Aberle (comps.), The Indian: America's Unfinished Business, Report of the Commission on the Rights, Liberties, and Responsibilities of the American Indian (Norman, Okla.: University of Oklahoma Press, 1966), p. 138.

> tests, which reflect "normal" exposure to books, English conversation, and even material gadgets, none of which are common in underprivileged homes, Indian or not.[1]

After two years of study and investigation, a special Senate Subcommittee on Indian Education published a report in 1969, Indian Education: A National Tragedy - A National Challenge, which is the most exhaustive statement of the source and delineation of problems in Indian education to date. It repeats some of the findings of the Meriam Report of 1928. Among the statistical information presented in the Kennedy Report are:

> The average educational level for all Indians under Federal supervision is five school years;
>
> Dropout rates for Indians are twice the national average;
>
> Only 3 percent of the Indian students who enroll in college graduate; the national average is 32 percent;
>
> The BIA spends only $18.00 per year per child on textbooks and supplies, compared to a national average of $40;
>
> Only 18 percent of the students in Federal Indian schools go on to college; the national average is 50 percent.[2]

> Students graduating from Federal schools are on the average more than 2 years below national norms on achievement tests. Many students graduate with little better than a 9th-grade level of proficiency.[3]

The Kennedy Report makes the following conclusions and recommendations:

> The complexity of the problems associated with cross-cultural education merit substantial research and development and the continuing adoption of promising innovations as they are discovered or developed.

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[1] Ibid., p. 139.

[2] U.S., Congress, pp. XII-XIII.

[3] Ibid., p. 100.

> The present assumptions underlying the conventional approach of both Federal and public schools have not been valid, and a systematic search for more realistic approaches is clearly in order.[1]
>
> . . . the funds available for the education of American Indians be substantially increased, and that provision be made for advance funding of BIA education programs to permit effective planning and recruitment of personnel.[2]
>
> . . . a major effort be undertaken immediately to (a) develop culturally sensitive curriculum materials, (b) train native teachers, and (c) promote teaching as a career among Indian youth.[3]

Public schools have not developed appropriate programs and curricula for their Indian students. Edward Parmee describes the situation for Apache Indian youth:

> By refusing to accept family and community influences as a part of the education of Apache teen-agers, the program initiated by the Whites became a major source of confusion and frustration, rather than one of motivation and learning. At home on the reservation, many children were taught to respect traditional beliefs and taboos, to learn their native tongue, and to behave in the manner of their elders. In school, these same children were being compelled to learn English and were scolded for speaking Apache. They were being exposed to books that depicted their ancestors as thieves and murderers, while the white man was shown as the highest achievement of civilization. In school, these same teen-agers were told that the environment of their home — their reservation — was corruptive and degrading and opposed to progress. Such was the prevailing atmosphere of learning.[4]

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[1] Ibid., pp. 105-6.

[2] Ibid., p. 111.

[3] Ibid., p. 116.

[4] Parmee, op. cit., p. 110.

Language problems. The curriculum in the public school is based on the use of English; different value systems and cultural concepts make learning English difficult for the non-English-speaking Indian child: "There are nearly 300 Indian languages in use today in the United States. More than one-half of the Indian youth between the ages of 6 and 18 use their native language."[1] Although there are increasing efforts and support for programs in teaching English as a second language (TESL), most teachers do not know the Indian languages.[2]

Silence and non-participation in verbal classroom activity is a reflection of difficulties that the student encounters in learning to use a language different from that of his home environment. Unwillingness to question, engage in debate, or speak out, may be a result of his cultural heritage of non-aggressiveness or competitiveness:

> The Indian child, taught to be passive, may have been punished at home for aggressive behavior, whereas in the classroom self-assertion may be regarded as desirable. An Indian child probably suffers from a feeling of guilt if he tries to outdo his classmates, yet his public school teachers expect him to compete and, if possible, to excel.[3]

Summary

The symptoms of inability to cope with a white-oriented, mono-cultural educational system are manifested in poor academic performance

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[1] U.S., Congress, op. cit., p. 116. [2] Ibid., pp. 62-63.

[3] Brophy and Aberle, op. cit., p. 144.

records and negative student and parental attitudes toward schooling. The social problems of Indians are related to early school drop-outs, alienation, drunkenness, and a high suicide rate.[1] The past failure of education for Indians, both in BIA and public schools, indicates the need for selecting and developing innovative and creative programs that allow the Indian to maintain his "Indian-ness" in harmony with the knowledge and technology of the twentieth century.

INNOVATIONS IN EDUCATION

The past two decades have been a time of change and innovation in educational theories and teaching institutions throughout the country. The development of mass media technology, and the use of audiovisual equipment and its accompanying materials have become integral to changing patterns of teaching methods and learning. The printed word is no longer the only medium for the retention and transmission of information; new media, made possible by technological discoveries, are available to teacher and student for diverse learning enrichment and experience. According to Marshall McLuhan, media are extensions of the human senses, creating a changed environment conducive for new and expanded patterns of association

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[1]U.S., Congress, op. cit., pp. 18-19.

and perception.[1] New approaches in teaching involve the concept that the natural learning process incorporates diverse and broad experience beyond the accumulation of discrete segments of information:

> And since the knowledge explosion has blown out the walls between subjects, there will be a continued move toward interdisciplinary swapping and understanding. Many of the categorical walls between things are artifacts left over from the packaging days of print.[2]

Instructional Materials Centers

Traditionally, libraries have housed printed materials of all forms. With the advent and acceptance of non-book materials as part of the educational scene, the role of the library has changed:

> No longer is it "just a library," or "a storehouse of books," or "a film center." Far from it. Thanks largely to the increasing attention now being given generally to these and other resources, educational media centers are coming to be seen as key elements in the work of the schools.[3]

The school library, incorporating a variety of resources and functions is termed variously as an "instructional materials center," an "educational media center," a "learning center," or other. Robert M. Brown makes a

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[1]Marshall McLuhan, Understanding Media: The Extensions of Man (New York: McGraw-Hill Book Co., 1964), pp. 3-8.

[2]John M. Culkins, "A Schoolman's Guide to Marshall McLuhan," Saturday Review, March 18, 1967, p. 72.

[3]James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, AV Instruction: Media and Methods (3d ed.; New York: McGraw-Hill Book Co., 1969), p. 51.

distinction between the terms "instructional" and "learning" as representing two different concepts of services as determined by the school's orientation to a particular educational program or philosophy:

> The term "Instructional Materials Center" is open to question, because it supposes that the function rather than the service of such a center is to be a warehouse or supply house for materials. . . . The basic service of the Instructional Materials Center (IMC) is to efficiently and effectively organize materials of all types so that they are readily available to students and faculty.[1]

He suggests that the title "Learning Center" be used to describe a facility that "incorporates organization and services which reflect new ideas in education to make an individual more responsible for his learning."[2]

Within the context of this study, confusion in terminology will be avoided by using "Instructional Materials Center" to coincide with the term used by the administration of the Institute for their proposed facility incorporating audiovisual materials and related programs.

Elementary and Secondary Education Act of 1965[3]

Passage and implementation of the Elementary and Secondary Education Act of 1965 (ESEA) has given positive help and support to local school

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[1]Robert M. Brown, "The Learning Center," AV Communication Review, XVI, 3 (Fall, 1968), 294.

[2]Ibid., p. 296.

[3]"An Act: To strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools." 79 Stat. 27 (1965).

districts by providing monies to purchase educational materials and make services available where funds had been limited:

> Since the use of all types of audiovisual media and materials has been limited drastically in the past by lack of local or state funds, this federal encouragement has been a principal factor in making them available and encouraging their organization for optimum use.[1]

The provisions in Title I of ESEA were designed to:

> Meet the needs of educationally deprived children (Title I) — disadvantaged children in low-income areas; children in institutions for the handicapped, neglected, or delinquent; children of migratory agricultural workers and American Indian children attending federal schools.[2]

One of the most popular features of Title I has been the input of Indian paraprofessionals as aides in the classroom; this has served to bridge cultural gaps between the student, school, and community, as well as providing employment for Indians.[3]

Recently, Congress has voted to continue the Elementary and Secondary Education Act to 1973. Among the provisions is the extension of the Office of Education's authority to transfer Title I funds to the Interior Department to pay for the education of poor children living on Indian reservations and attending Bureau of Indian Affairs schools.[4]

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[1] Brown, Lewis, and Harcleroad, op. cit., p. 6.

[2] Ibid., p. 68.

[3] U.S., Congress, op. cit., p. 94.

[4] "Congress Clears $25-Billion Elementary Education Act," Congressional Quarterly, XXVIII (April 10, 1970), 947.

Standards for School Media Programs

Significant social changes, educational developments, and technological innovations since 1960 have necessitated revision of all previcus standards. In 1969, a joint committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association published the new Standards for School Media Programs.

The stated objectives of the revised standards were (1) to bring standards in line with the needs and requirements of today's educational goals and (2) to coordinate standards for school library and audiovisual programs.[1] The Standards should not be construed as requiring strict conformance and adherence in developing an instructional materials program, but rather serving as guidelines:

> . . . Schools with innovative curricula and instructional techniques will need and want to go beyond the quantitative standards, but for schools which have not yet fully achieved their objectives, the standards can serve as a guide for charting goals to be reached in progressive steps over a planned period of time.[2]

According to the Standards, a school media program should provide:

Consultant services to improve learning, instruction, and the use of media resources and facilities

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[1]American Library Association and National Education Association, Standards for School Media Programs (Chicago: American Library Association, 1969), p. x.

[2]Ibid.

> Instruction to improve learning through the use of printed and audiovisual resources
>
> Information on new educational developments
>
> New materials created and produced to suit special needs of students and teachers
>
> Materials for class instruction and individual investigation and exploration
>
> Efficient working areas for students, faculty, and media staff
>
> Equipment to convey materials to the student and teacher[1]

In appraising the Standards, Barry Morris states:

> It must be understood that the Standards are designed to implement a program . . . they are not designed to stand by themselves and exist for their own merit. . . . The curriculum and program come first. The personnel, equipment and materials must fit the program in which they are to be used. . . .[2]

Selection of media and materials for an integrated media center program follows the same rules as with book selection; there needs to be familiarity with the limitations and scope of a particular medium:

> The selection of non-book materials is . . . based ultimately on the same principles as the selection of books: one seeks the best material available in terms of authority, accuracy, effectiveness of presentation, usefulness to the community etc. As with books, selection will be affected by the type of library, its size, the community in which it functions and the librarian's conception of the purposes of the institution.[3]

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[1] Ibid., p. 4.

[2] Barry Morris, "The Dollars and Sense of the Standards," School Library Journal, April 15, 1970, p. 1569.

[3] Mary D. Carter and Wallace J. Bonk, Building Library Collections (Metuchen, N.J.: Scarecrow Press, 1969), pp. 52-53.

The development of a media center at the Institute of American Indian Arts should be guided by the special needs of the Indian students and the stated objectives of the school's program.

INNOVATIVE PROGRAMS AND INDIAN EDUCATION

Recognition of the educational problems of the culturally different has challenged the premise of classroom homogeneity and the monocultural basis of public school programs and methods.[1] Enlightened educators have become critical of past policies and suggest a change in attitude:

> The federal government has traditionally been reluctant to become involved in local educational issues. . . . But the basic problem is that white, middle-class America has long paid lip service to cultural diversity — the richness that alien cultures have added to American life — while rejecting the culturally different in practice. It may be that the time has come for us to learn from our own rhetoric, to accept in practice as well as in theory the values of diversity, and to provide an environment in which minority cultures can flourish.[2]

Peter Schrag questions the traditional approach to education:

> . . . we should have learned in the past decade that there is no magic in the single school system or in any set of curricular prescriptions, and that the most successful motivating device may simply be the sense that one has chosen what one wants to learn and under what conditions. . . .[3]

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[1] Jack D. Forbes, Education of the Culturally Different: A Multi-Cultural Approach (Berkeley: Far West Laboratory for Educational Research and Development, 1968), pp. 1-26.

[2] James Cass, "Education in America: An Issue for the Seventies," Saturday Review, January 24, 1970, p. 53.

[3] Peter Schrag, "End of the Impossible Dream," Saturday Review, September 19, 1970, p. 94.

The unstructured classroom, individualized learning, ungraded schools, programmed learning — are all part of an exploratory approach toward improving the teaching/learning process. Peter Marin feels that:

> The natural process of learning seems to move naturally from experience through perception to abstraction in a fluid continuous process that cannot be clearly divided into stages. . . . We cut into the natural movement of learning and try to force upon the students the end product, abstraction, while eliminating experience and ignoring their perception.[1]

Media and the Learning Process

A task force survey report made to the Audiovisual Committee of the American Library Association recommended that there be more intensive study of programs involving audiovisual instruction and assessment of their transferability to libraries operating in different environments. Centers should be developed according to functions and needs of the users; interest and research are needed in furthering such programs. There should be "commitments from librarians to develop those special A-V service programs which may assist instruction of the retarded, the disadvantaged, homebound,"[2] and "help meet instructional, informational, or general enrichment service needs."[3]

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[1]Peter Marin, "The Open Truth and Fiery Vehemence of Youth," The Center Magazine, II, 1 (January, 1969), 68.

[2]C. Walter Stone, "AV Task Force Survey Report," American Libraries, January, 1970, p. 41.

[3]Ibid., p. 43.

There is as yet no conclusive evidence that shows significant differences between classes taught wholly by instructional media and those taught in the conventional ways. However, "the empirical evidence demonstrates a distinct advantage to techniques and strategies that make adequate and creative uses of instructional technology."[1] "Educational media are occupying increasingly important and significant roles in all kinds of instructional programs or in implementing various innovative projects."[2]

Media and the Culturally Different

A study of media centers in three inner cities' schools, where the majority of children belonged to racial and ethnic minorities of low-income, non-English-speaking families, showed that existing media center programs were geared more to fitting the students into the dominant American middle-class life than fulfilling the special, unique educational needs of the children:

> In the opinion of the largest percentage of the teachers, the materials in the media centers were more appropriate for supporting the instructional program than for meeting the special needs of the pupils being served. . . .[3]

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[1]Don H. Coombs, "Notes from ERIC," Audiovisual Instruction, XV, 7 (September, 1970), 67.

[2]Brown, Lewis, and Harcleroad, op. cit., p. 17.

[3]U.S., Department of Health, Education, and Welfare, Office of Education, Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities (Washington: Government Printing Office, 1969), p. 178.

Availability of technology and materials is not the sole contingency for improved education; selection of the proper materials is important in the instructional materials center concept. Smith and VanderMeer state:

> Probably the first requirement is that of validity -- the quality of suitability for the specific learner group and for the situation being portrayed, including both direct and incidental features. . . . The content of media for the disadvantaged is crucial. . . . Media must reflect the whole culture from which they emerge, or they are as harmful to the advantaged as to the disadvantaged.[1]

F. Ward Brunson, in "Creative Teaching of the Culturally Disadvantaged," wrote:

> Evidence of teachers' opinions, test grades and pupils' opinions indicates that . . . audio-visual instruction is a superior method for educating the culturally disadvantaged in the field of social studies. Directed listening with a completion guide sheet improves the student's ability to organize material, increases his vocabulary and helps his retention. . . . The same technique has been used with motion pictures, sound filmstrips and lectures, and tape recordings.[2]

Two junior high schools in Tucson, Arizona, have made efforts in developing programs suited to the needs of disadvantaged students from bilingual or non-English-speaking homes. Iris Mulvaney reported the goals and methods employed:

> To achieve these goals (to motivate and to increase facility in English) the teams have complete freedom to develop or discover instructional materials. Teachers have learned that what they might consider

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[1]Richard W. Smith and A. W. VanderMeer, "Media and Education of the Disadvantaged: A Rationale," Audiovisual Instruction, X, 1 (January, 1965), 9.

[2]F. Ward Brunson, "Creative Teaching of the Culturally Disadvantaged," Audiovisual Instruction, X, 1 (January, 1965), 30-31.

> the simplest knowledge and most basic experience cannot be taken for granted as being within the background of these students. Since units must be experimental and experientially based, innovations and explorations are continuous. Use of speakers, demonstrations, newspapers, overhead projectors, microphones, tape recorders, listening labs, filmstrips, and film projectors were constant, as were visits to community resources.[1]

Mulvaney concluded:

> The real need is to incorporate such instruction into the curriculum in a planned sequence from the time these children enter school, but regardless of the grade level at which such an attempt is made, . . . consistent use of varied media can speed learning for these students.[2]

Media and Indians

The Kennedy Report on Indian Education emphasizes and recommends the use of innovation and modern technology for improving Indian education:

> The complexity of the problems associated with cross-cultural education merit substantial research and development and the continuing adoption of promising innovations as they are discovered or developed.[3]

> These schools will — have the finest teachers, familiar with Indian history, culture, and language — feature an enriched curriculum, special guidance and counseling programs, modern instructional material, a sound program to teach English as a second language — . . . .[4]

> Education must be viewed as a single, continuing process which ranges from pre-school through adulthood. Beginning with pre-school

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[1] Iris Mulvaney, "Teaching Students from Bilingual or Non-English Speaking Homes," Audiovisual Instruction, X, 1 (January, 1965), 34.

[2] Ibid., p. 35.

[3] U.S., Congress, op. cit., p. 105.

[4] Ibid., p. 188.

> experience for all Indian children, the research and development capacity of the appropriate agencies should be strengthened, in order to tailor educational programs to the needs of Indian people. Study should be made of the possible application of new educational technologies. . . .[1]

Resistance by the American Indian to assimilation and problems with the English language have resulted in poor academic performance by Indian youth in white-oriented and directed schools:

> The greatest single problem that Indian students must overcome in the schools is language. . . .. All of their education must be acquired in what is for them a foreign language. The fact that their languages are orally oriented while the one they learn in school is visually-oriented only increases the difficulty.[2]

Brophy and Aberle state that a specific educational need among Indian children is for learning to speak English to cope with the white culture:

> . . . there must be sought out and adopted the type of teacher training most calculated to enable teachers to cross cultural barriers and assist Indian children to think and to speak in English.[3]

> Indian children need to be given firsthand knowledge of many of the institutions and customs of our society. They should have a bridge to take them into the average white cultural environment . . . .[4]

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[1] Ibid., p. 193.

[2] Patrick E. Graham and Judson H. Taylor, "Reservations and Tribal Customs; History and Language," Journal of American Indian Education, VIII, 3 (1969), 23.

[3] William A. Brophy and Sophie D. Aberle (comps.), The Indian: America's Unfinished Business (Norman, Okla.: University of Oklahoma Press, 1966), p. 138.

[4] Ibid., p. 151.

The significance of the inherited culture of the child should be recognized as an important influence in accomplishment. Stephen Bayne points out that it is not only the materials used in teaching, but also the form of the system which has import:

> The form of an education system as well as the content is a vehicle for perpetuating the values of the culture operating the system. Mere inclusion of Indian culture materials in the content of curricula for American Indian children without radical alteration of the form of the education process seriously perverts the means of the materials from their meaning with the native culture.[1]

Bayne argues for Indian-directed community schools where the family and community can participate in the educational process with the child according to Indian values.

Though the Indian has resisted assimilation into white culture, he has not been immune to certain aspects of white technology. As Vine Deloria, Jr., says: "Accommodation to white society is primarily in terms of gaining additional techniques by which they can give deeper root to existing Indian traditions."[2] The pick-up truck has replaced the horse as a means of transportation. The New Mexico pueblo, looking very much as it did one hundred years ago, has television antennas rising from each adobe roof. Edmund

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[1]Stephen L. Bayne, "Culture Materials in Schools' Programs for Indian Students," Journal of American Indian Education, IX, 1 (October, 1969), 1.

[2]Vine Deloria, Jr., Custer Died for Your Sins (New York: Macmillan Co., 1969), p. 239.

Wilson tells of attending a Seneca New Year's religious ceremony in upper New York State. While the ceremony was being conducted in one room, an audience of young and old was watching television in the adjoining room.[1]

If the written word and a strange language (compounded by cultural, historical and emotional factors) is a barrier to learning, might not the accomplishment of educational achievement be through audiovisual experience? The Indian is receptive to movies and television; Indian youth share with white youth an affinity for tape recorders and recordings. Samuel Cohen observes:

> A great deal of cognitive change is possible among individuals who do not know how to read. The use of audiovisual techniques and materials, including charts, recordings, radio and television programs, pictures, and programmed materials can enable an illiterate or semi-illiterate youth or adult to master considerable sophistication in skills, information, and concepts.[2]

Media Programs in Indian Schools

The literature reporting specifically on libraries and use of audiovisual materials in educational programs for Indians has been sparse and limited. More recently, the force of current events has generated an awareness for

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[1]Edmund Wilson, Apologies to the Iroquois; With a Study of the Mohawks in High Steel by Joseph Mitchell (New York: Farrar, Strauss, 1960), p. 204.

[2]Samuel Cohen, "Helping the Child Who Doesn't Make the Grade," Audiovisual Instruction, X, 1 (January, 1965), 17.

the need of correcting and improving educational policies and methods for teaching ethnic minority children in the United States.

Libraries and media centers. Writing for the BIA in 1965, Hildegard Thompson said:

> Recognizing the importance of visual and auditory reinforcements, the Bureau has designed a materials center to be included in all new schools, and during the past year has constructed several such centers. The materials center adjoins the library and the two function as a unit.
>
> The materials center is equipped with a variety of visual and auditory materials and equipment for use by both teachers and students. Work space is provided for both individual work and small group activity.[1]

She concludes:

> The library-materials center is becoming the heart of the instructional program in Bureau schools. This center is making a great contribution to the Bureau's effort to bring under-educated, disadvantaged Indian children and youth abreast with the needs of the twentieth century.[2]

A study based on a questionnaire survey conducted on library services in Indian schools in 1967 found that:

> A number of the reporting schools have collections of audiovisual materials including films, filmstrips, recordings, tapes, art prints, maps, globes, transparencies and others as well as audiovisual equipment including movie projectors, filmstrip projectors, overhead projectors, opaque projectors, record players, and tape recorders. One school has its own closed circuit television. Four have their own audiovisual centers separate from the library. Many have their own equipment and get the materials from the service-wide film library operated by the BIA in Brigham City,

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[1]Hildegard Thompson, "Indian Materials Centers," Audiovisual Instruction, X, 1 (January, 1965), 39.

[2]Ibid.

> Utah. . . .. There is no pattern to the kinds and amounts of audio-visual materials and equipment in relation either to the size or the grade-level of the schools.[1] ..

There were 81 responses to 115 questionnaires sent out. The Institute of American Indian Arts was not included in the survey. The summary and conclusions made from tabulation of the responses were:

> Indian schools generally do not meet the majority of the American Library Association's minimum standards for school libraries. . . . A drastic increase in the number of full-time professionally trained librarians and of paid library clerks is needed in the majority of Indian schools in order to provide even the minimum of library service.[2]

The Instructional Service Center at Brigham City, Utah, was established in June 1968 by the BIA to provide a variety of educational services to the many schools and teachers within its system. It maintains a library and a film collection in addition to planning and conducting workshops and training sessions for school personnel.[3]

State libraries have a role and responsibility to provide direction and programs in library service to Indians. William D. Cunningham, Library

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[1]Mary Estelle Ford, "A Survey Concerning Library Services Accessible to Students in Selected Indian Schools in the United States in 1967" (unpublished Master's thesis, San Jose (California) State College, 1968), pp. 30-31. Communication with the author identified the school with a large AV collection as Sherman Institute of Riverside, California.

[2]Ibid., pp. 41-42.

[3]U.S., Department of the Interior, Bureau of Indian Affairs, Instructional Service Center (Washington: Division of Instructional Services, 1970).

Services Program Officer for Health, Education and Welfare, Region VI,[1] wrote in the Library Journal:

> It is in the area of tradition and culture that the library might form a bridge and be of greatest benefit to the Indian. "Culturally deprived" is one of the unfortunate social worker terms that has crept into common usage. The term is most often used to characterize anyone or anything that has not had the "advantages" of a white middle-class culture. Libraries through their programs to Indians, Blacks, and Mexican-Americans can do the language a favor and expand our social consciousness by . . . showing that cultural deprivation does not exist.[2]

He feels that "It cannot be a library program necessarily based on what we have done before or the traditional concept of library service."[3]

An account has been written on the bookmobile service provided by New Mexico to the scattered Indian reservations within the state. The older people, shy at first, sometimes with no more than third grade level reading ability, responded to magazines and picture books on farming and home-making. The children wanted books dealing with horse stories, love, mysteries, Indians, and Indian life.[4]

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[1]Region VI: North Dakota, South Dakota, Minnesota, Iowa, Missouri, Kansas, and Nebraska.

[2]William D. Cunningham, "Anto Wicharti (Sioux for 'dawn of a new day')," Library Journal, XCIV, 22 (December 15, 1969), 4496.

[3]Ibid., p. 4499.

[4]William H. Farrington, "Statewide Outreach: Desert Booktrails to the Indians," Wilson Library Bulletin, XLIII, 9 (May, 1969), 864-71.

After visiting the Fort Hall Reservation, Pocatello, Idaho, Gerald Shields, editor of American Libraries, gave a critical and depressing account of the library services available to the students in the area:

> We talked of the use of the library and found that it was low. Lipovac showed us the audiovisual equipment in a library closet. It was not impressive. He explained the need for production equipment and materials to help the Indian student develop projects related to social studies and the language arts. Media labs and allied equipment are lacking in all of the surrounding schools. . . . He noted that there was no dearth of ideas, just a lack of funds.[1]

He commented further:

> The use of media to provide visual and audio experience needed by these special students should be integrated into the instructional program. . . . But here in Fort Hall is a poignant example of the need for centralized media services within the schools to meet those rare moments when motivation and interest of the student can be met, and the educative process can begin to have meaning and purpose.[2]

Shields suggested a specially funded project to send a mobile library unit through the reservation "to help young and old explore their own lives and their futures through the use of all kinds of media."[3]

Innovative Indian schools. A new direction in education for Indians is provided by the program of the Rough Rock Demonstration School in

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[1]Gerald R. Shields and George Sheppard, "American Indians: Search for Fort Hall's Library Service," American Libraries, I, 9 (October, 1970), 857-58.

[2]Ibid., p. 859.

[3]Ibid., p. 860.

Arizona. Taught by Indians, it involves the local Navaho community; the parents and on all-Navaho school board plan and direct the curriculum. Its success so far is encouragement for further experimentation in providing more effective educational programs for culturally different children.[1] A library is listed among its facilities.[2] The children and parents take pride and interest in their school:

> The curriculum includes everything traditional, as Navajo history (taught daily by Navajo parents) for which a series of tapes has been prepared on such subjects as foods, sweatbaths, pottery, and legends. Navajo Biographies, a book in which "there are a few more Indian victories," was developed for use with Indian students.[3]

The first and only college for and by Indians was started in January 1969. The Navajo Community College at Many Farms, Arizona, from the very first recognized the importance of having a library directed by a professional librarian for their program.[4] The establishment of a library program was made possible through the interest and generosity of many people:

> The library is supported by the Mrs. Lucy Moses Gift, the Donner Foundation, anonymous donors and a nationwide Friends of the Library

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[1]Paul Conklin, "Good Day at Rough Rock," American Education, III, 2 (February, 1967), 4-9.

[2]Ibid., p. 8.

[3]"Rough Rock's Bilingual Program Provides 'Pride,'" Journal of American Indian Education, IX, 3 (May, 1970), 26.

[4]Bernard E. Richardson, "A Wind Is Rising," Library Journal, XCV, 3 (February 1, 1970), 463-67.

> organization. Because of this interest, the College Library is able to develop collections to support present and anticipated instructional programs and, in addition, is developing a collection of Indian materials which already exceeds 1,800 items.[1]

The Navajo Community College General Catalog of 1970-1971 describes the Learning Center which contains audiovisual equipment and materials. The library contains 10,000 volumes, of which 8,500 are already cataloged, classified, and on the open shelves for student use.[2]

SUMMARY

It is not enough today for libraries to be the storage place for sources of information. They can furnish communication assistance through a variety of media and methods to enable the user to achieve some goal. James Brown asks six key questions relevant to the communication function of libraries:

—What is to be communicated (the content, the "message")?

—To whom?

—For what purpose (objectives)?

—Through what medium (or channels)?

—Under what circumstances or conditions (employing which procedures)?

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[1] Navajo Community College General Catalog, 1970-1971 (Many Farms, Arizona), p. 22.

[2] Ibid., pp. 20-23.

—With what results (effects, changes in behavior)?[1]

The review of the literature on Indian education in the United States and the personal observations of a developing instructional materials center are directed toward answering these questions and identifying strengths and weaknesses which may be used beneficially for a continuing program at the Institute of American Indian Arts and elsewhere.

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[1] James Brown, "A Personal Viewpoint," American Libraries, X, 1 (January, 1970), 44.

Chapter 3

THE INSTITUTE OF AMERICAN INDIAN ARTS

Educational programs for Indians, both in public schools and within the BIA system, have been frequently subject to criticism. On the other hand, the program of the Institute of American Indian Arts has been praised for its speciolization and student accomplishments in the field of art. The gloomy picture of schooling for Indians given in the Kennedy Report is contrasted by its references to the Institute:

> The Bureau's Institute of American Indian Arts in Santa Fe, New Mexico, by stressing cultural roots as a basis for creative expression, has helped to develop in many Indian students the self-affirmation necessary to enter college with pride and confidence.[1]

Recommendation is made that other boarding schools be converted to special purpose institutions following the successful example of the Institute, rather than perpetuating "their confused and archaic status as mixed academic, remedial, and disciplinary institutions."[2]

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[1] U.S., Congress, Senate, Committee on Labor and Public Welfare, Special Subcommittee on Indian Education, Indian Education: A National Tragedy - A National Challenge, 1969 Report, 91st Cong., 1st Sess., November 3, 1969 (Washington: Government Printing Office, 1969), p. 87.

[2] Ibid., p. 207.

HISTORY AND DESCRIPTION

During the 1930's, John Collier (then Commissioner of the Bureau of Indian Affairs) had recommended that American Indian culture, history, languages, and arts be included in the school curriculum for Indian children. Collier's ideas were ignored by Federal and public schools with the single exception of the Institute of American Indian Arts.[1]

Brophy and Aberle support the importance of the arts in Indian education as a means for assimilation and reconciliation with white culture:

> The traditional Indian crafts are a means of identification — both for the individual and for the tribe — supply a device for obtaining admiration, and often give the white man his first appreciation of Indian culture.
>
> Within any cultural group, arts and crafts constitute one of the most satisfying means of expression. For Indians, to whom English is a borrowed and an awkward tongue, their paintings, their silverwork, their jewelry, their pottery, and their weaving provide a stabilizing force during the difficult days of cultural transition.[2]

Writers in current periodicals have given recognition and publicity to the school for the awards won by its students and faculty in the art fields.[3]

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[1]Stephen Bayne, "Culture Materials in Schools' Programs for Indian Students," Journal of American Indian Education, IX, 1 (October, 1969), 1.

[2]William A. Brophy and Sophie D. Aberle (comps.), The Indian: America's Unfinished Business, Report of the Commission on the Rights, Liberties, and Responsibilities of the American Indian (Norman: University of Oklahoma Press, 1966), p. 99.

[3]Claude M. Ury, "The Institute of American Indian Arts: Where Two Cultures Meet in Santa Fe," Audiovisual Instruction, XV, 3 (March, 1970), 78-79.

The BIA Office of Education has been included in a network of nineteen innovative school systems because of the integrated arts and academic curriculum at the IAIA:

> While training young Indians, Eskimos and Aleuts in a spectrum of the arts, along with formal education, the school works carefully to give the students pride in their ancestry and understanding of their cultural heritage. It teaches how these can become a valuable contribution to the world around them, whether expressed in painting, writing, drama, ceramics or other art fields. When all teaching information has been assembled and the results tabulated, Bureau educators believe the same principles can be applied to other ethnic groups.

Called ES '70 (Educational Systems for the 70's), the group consists of school systems that have developed specialties in a variety of fields, above and beyond the standard curricula.[1]

The Santa Fe Indian School

The Indian Arts and Crafts Board, composed of five commissioners appointed by the Secretary of the Interior, was established in 1935 to aid and encourage the development of the arts and crafts of Indians and Eskimos by promotional and educational programs. With Board sponsorship, the Santa Fe Indian School, Santa Fe, New Mexico, developed a strong art department under the direction of Miss Dorothy Dunn. The artistic accomplishments of its students received wide recognition from art connoisseurs in the United

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[1]Bulletin Board, "Indian Education Unit Joins Network of Innovative Schools," Journal of American Indian Education, IX, 1 (October, 1969), 23.

States and Europe who confirmed the validity of the artistry of Indian art forms, both traditional and contemporary. Following the 1930's, the program of the Santa Fe School declined due to the lack of government support and interest.[1]

In 1962, through the recommendations and efforts of the Indian Arts and Crafts Board, the old Santa Fe Boarding School was remodeled and reactivated by the BIA as the Institute of American Indian Arts to support an expanded concept of the arts in Indian education.[2]

The Institute of American Indian Arts, 1962-

The Institute of American Indian Arts opened September 1962 with 140 students representing over 80 tribes from Alaska to Florida (Figure 1). It offers an accredited high school program with arts electives and post-high school vocational arts programs as preparation for college, technical schools, and/or employment in arts vocations. Boys and girls, ages 14 to 22, with one-fourth or more Indian ancestry, are eligible; room, board, tuition, and art materials are furnished by the Government to qualified students.[3]

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[1] Brophy and Aberle, op. cit., pp. 100-1.

[2] U.S., Department of the Interior, Indian Arts and Crafts Board, Native American Arts 1: Institute of American Indian Arts (Washington: Government Printing Office, 1968), p. 2.

[3] U.S., Department of the Interior, Bureau of Indian Affairs, Fact Sheet, rev. February, 1968 (Santa Fe, New Mexico: Institute of American Indian Arts, 1968), p. 1.

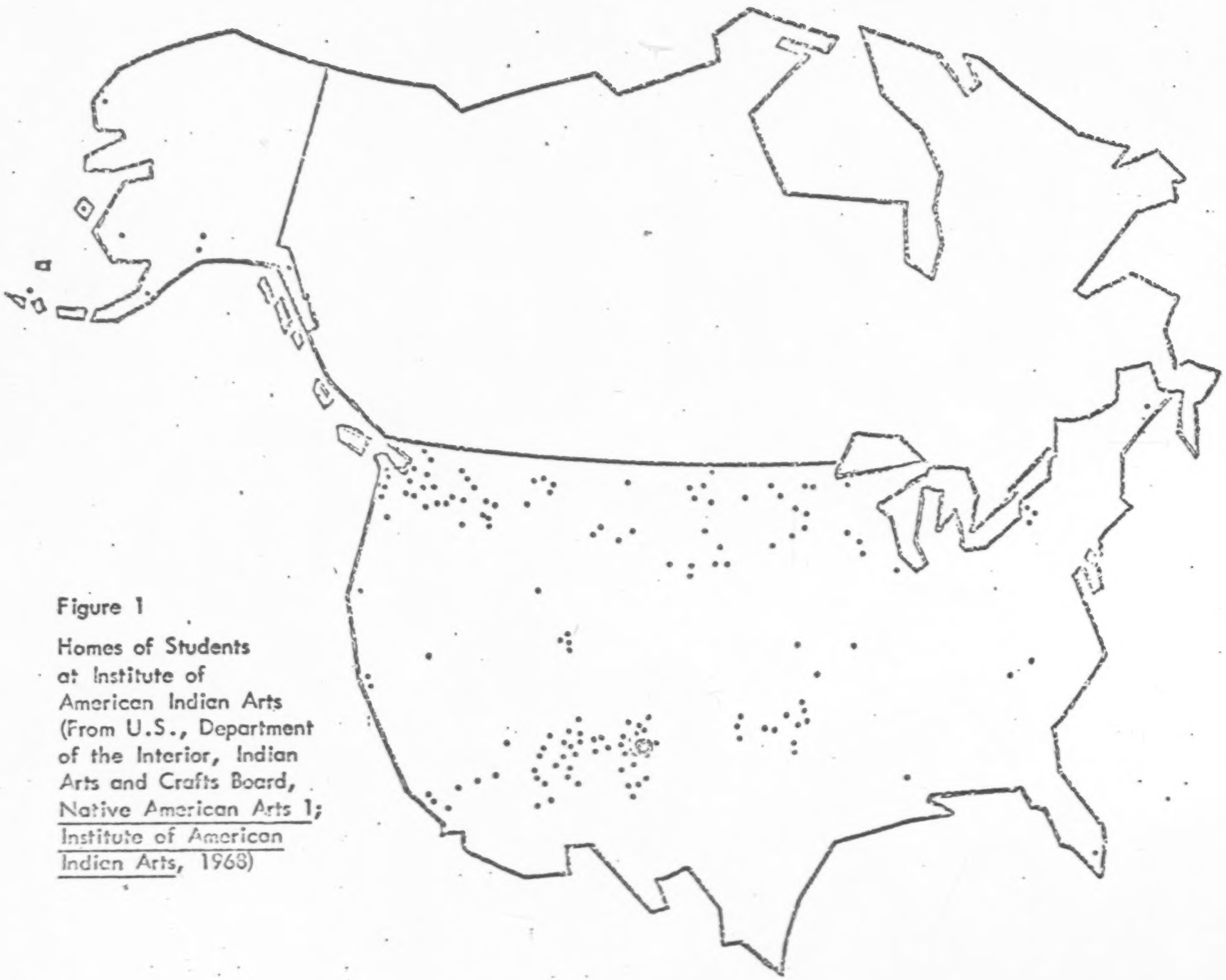

Figure 1

Homes of Students at Institute of American Indian Arts (From U.S., Department of the Interior, Indian Arts and Crafts Board, Native American Arts 1; Institute of American Indian Arts, 1968)

Maintenance tasks around the school are required of all enrolled students.

New buildings incorporating the historic architectural style of the area have been added over the past eight years. These include a modern gymnasium, comfortable dormitories, a museum building for display of art exhibits and a commercial gallery — Hookstone — where the students' work can be seen and purchased by the public. The small, intimate theater, the Kiva, in one of the older original buildings, is used for small-group events, while a recently constructed outdoor amphitheater, of dramatically free-form concrete, permits performances for large audiences. Dance classes, traditional and modern, are held in a large well-equipped studio to the accompaniment of the beat of a drum. The classrooms are large, and one unit with movable walls can accommodate convocations for the entire school. The art studio buildings are spread around the spacious campus.

Student government is in the form of an elected Senate. Currently, the school staff is encouraging more active participation by a wider group of students. Students are allowed off-campus for special events with teachers and classes or into town with a permit.

Statement of purpose and goals. The Institute is unique among the BIA schools in having a stated purpose. The curriculum places special emphasis on art in a variety of forms as a means for strengthening the individual student's sense of self through creative expression. The IAIA program aims

to provide education for life in today's society for the American Indian by "constructive use of the unique values of his culture, through emphasis of the arts."[1]

Mr. Lloyd H. New, a noted artist of Cherokee ancestry (the only Indian Commissioner on the Indian Arts and Crafts Board), has been actively connected with the Institute since its founding in 1962. First serving as Arts Director, he has been the Director of the Institute from 1967 to the present. Cultural Difference as the Basis for Creative Education by Mr. New delineates the school's educational philosophy and goals. First published in 1964, it has been revised in 1967 and 1968 to reflect changing educational ideas and recognition of the needs and problems of students whose life-goals, languages and culture are different from that of middle-class white society:

> The underlying philosophy of the program is that unique cultural tradition can be honored and can be used creatively as the springboard to a meaningful contemporary life.
>
> . . . . . .
>
> . . . The goal of the program is to develop educational methods which will assist young Indian people to enter contemporary society with pride, poise, and confidence.[2]

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[1] Institute of American Indian Arts, Statement of Purpose, September, 1968. Appendix C.

[2] U.S., Department of the Interior, Bureau of Indian Affairs, Cultural Difference as the Basis for Creative Education, by Lloyd H. New, rev., December, 1968 (Santa Fe, New Mexico: Institute of American Indian Arts, 1968), p. 3.

The importance of the IAIA program is not so much in past accomplishments but in its continuing efforts and purpose in developing innovative programs for improving and intensifying the learning experience of Indian youth.

Student accomplishments. Since the school's inception, recognition for the artistic accomplishments of the students has been manifested by the many invitations to participate in events over a broad geographic area and awards in art competition. The school has received publicity in a variety of media, attesting to its success in developing the art potential of Indian youth.[1] A film, narrated by Vincent Price, a Commissioner on the Indian Arts and Crafts Board, has been made depicting the school and its students' activities.[2]

Continuing education. The Kennedy Report notes the increased percentage of IAIA students who continue their education beyond high school as compared to the record for Indian students graduating from other schools, public and government.

> Between 1966 and 1968, 86.2 percent of the graduating students continued their education beyond high school -- 23.2 percent to college and 63 per cent to the Institute's post-graduate program or formal vocational training. Students who graduated in their 14th year showed a

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[1] Appendix D.

[2] I A I A, narrated by Vincent Price (Pathway Films, Inc., Columbia, Maryland, 1969).

college entrance figure of 42.2 percent, thus indicating the value of this approach in preparing and motivating Indian students for college.[1]

The statistics on graduates for 1970 show that from a total of fifty students finishing the 12th grade, 16 percent go on to college and/or art school, with 24 percent returning to the Institute (Table 1).

Table 1

Statistics on 1970 Graduates of the Institute of American Indian Arts

Grade	To College and/or Art School	To Vocational Training	To Return to the Institute	Other Military Employment Marriage	To Continue Education	Total Students
12	8 = 16%	19 = 38%	12 = 24%	3 = 6%	39 = 78%	50
13	5 = 20%	2 = 8%	16 = 64%	1 = 4%	23 = 92%	25
14	10 = 48%	5 = 24%	.....	1 = 4%	15 = 72%	21
Totals	23 = 24%	26 = 26%	28 = 29%	5 = 5%	77 = 80%	96

Source: Guidance and Counseling Department, 1970.

The statistical record over the years shows a better performance in continuing education of IAIA graduating students as compared for Indians generally, but still the figures are lower than that of the national average of 50 percent who go on to college as stated in the Kennedy Report (Table 2).

[1] U.S., Congress, op. cit., p. 88.

Table 2

Statistics on Graduates, 1966 to 1970,
of the Institute of American Indian Arts

June:	1966	1967	1968	1969	1970
Students:	156	143	126	128	96
Returning to the Institute	69	66	60	46	28
Enrolling in college and/or art school	38	20	26	20	23
Enrolling in vocational training	32	35	29	38	26
Entering military service	10	7	3	7	3
Going into direct employment	3	3	5	1	2
Married and/or future plans unknown	4	12	3	16	14
Percentage of students continuing education programs	89%	84.6%	92%	81%	80%
Percentage of those who leave IAIA entering college and/or art school	43%	26%	39%	24%	34%
Percentage of those who leave IAIA entering vocational training	36%	45%	44%	46%	38%

Source: Guidance and Counseling Department, 1970.

INSTRUCTIONAL PROGRAM AND NEEDS OF STUDENTS

In September 1970, there were 284 students enrolled in the Institute of which 125 were in the two year post-graduate program. The school is composed of three departments: arts, academic, and guidance and counseling. The Heads of the departments and the Librarian report directly to the Assistant Director for Curriculum and Instruction and the Director of the Institute.

The thirty full time teachers in the art and academic departments represent different ethnic and cultural backgrounds — White, Mexican, Black, and Indian. Where qualified people are available, employment preference is given to those of Indian descent. The new physical education teacher for the girls, half Osage Indian, has her Master's of Education degree from the University of Oklahoma; the Director, Mr. Lloyd H. New, and the Assistant Director, Mr. Dave Warren, are both Indian; indian artists teach both traditional and Western art; and the dormitory staff is predominantly Indian.

For the most part, the teachers follow the conventional patterns and methods of classroom instruction, i.e. lecture and textbooks. The Course of Instruction Handbook for the Institute states:

> The Institute of American Indian Arts provides a program of study which will prepare a student for a career in the arts. The course of study follows a pattern designed to introduce the student

> to the full range of the arts. At the same time, a student is expected to meet academic requirements which lead to a high school diploma.[1]

The IAIA academic program is designed to meet the accreditation requirements for secondary schools in the State of New Mexico.

For the purpose of this study, interviews were held with the Heads of the three departments, classroom observations were made, and questionnaires were submitted to teachers to elicit information on the special learning needs and problems of their students according to their personal experience and observations.[2] Eleven teachers responded to the questionnaires — six from the Academic Department,[3] and five from the Arts Department.[4]

The Arts Department

The students are more successful in the arts courses which reflects their ability to relate comfortably to disciplines more natural to their background and traditions. The following statements were made in response to the question, "What are the special learning needs of your students?":

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[1] Course of Instruction Handbook (Santa Fe, New Mexico: Institute of American Indian Arts, 1970), p. 1.

[2] Appendix B.

[3] Academic program at IAIA: business, foreign language, language arts (English), library science, physical education, science, mathematics, and social studies.

[4] Art program: American Indian culture, fine arts, plastic arts, performing arts, and exhibition arts.

> Being uneasy in English, they don't ask questions. . . . This is possibly a defense from past experience. . . . They don't want the privacy of their inner emotions invaded;
>
> They need more historic references in the particular field in which they are studying, also, materials of any kind on Indian cultures;
>
> They need the ability to relate to what is meaningful to them as young Indians;
>
> They need knowledge of their traditional background to increase pride in their culture and heritage and return of dignity;
>
> They need to be exposed to wider experiences because of a limited background;
>
> Artists should be motivated to independent work. . . . Art is a stimulus; . . . in time, the student will be motivated to reach out in other learning areas.

These responses by the art teachers reflect a view of the students as artists, primarily, and recognition of the importance of their Indian background in their school work.

The Academic Department

The Head of the Academic Department (titled Education Specialist) expressed concern about the disparity of achievement by the students in academic subjects as contrasted with art subjects. The biggest problem for the students at the Institute is low academic achievement which hinders their being accepted into regular four year college programs of other schools. Their art experience and ability is superior and they would have no difficulty in fitting into the art program of any college, but their weakness in academic

subjects prevents enrollment in other schools. This accounts for the high number of IAIA students continuing on at the school in the post-graduate program.

Although the three departments of the school have their specific functions in the school organization, there is inevitable concern with the social problems of the students as it affects academic performance. The IAIA is a boarding school and new students are often homesick. In some cases, students are encouraged to call their parents or in some cases allowed to return home for a short visit to overcome student drop-outs. Non-appearance in the classroom often leads the teacher to the dormitory to rouse the student from bed.

In informal conversations with teachers of academic subjects, a variety of remarks were made about the students' attitudes toward the use and learning of English:

> My students question why the need for talk to communicate. Why learn to speak?;
>
> A sensitive artist expresses himself through his art. . . . If the artist feels something, he says it by expression in his art. Why the need to verbalize?;
>
> 'Kids' would rather speak in their own language which they learn at home. . . . There is a great diversity in their abilities to use English.

There is sympathy and understanding for the cultural and artistic backgrounds of the students. In answer to the question, "What are the

special learning needs of your students?" teachers of the academic subjects responded:

> Need to get the idea of what learning really is, . . . development of confidence to come out with ideas, . . . develop ability in abstract thinking;
>
> . . . fundamentals of math;
>
> . . . reading and writing;
>
> . . . difficulty with reading;
>
> . . . vocabulary and reading comprehension;
>
> Depends on individual background; . . . enriched life experience through literature exposure; . . . broader experience.

Clearly, from the foregoing remarks by the teachers, compensatory education of some sort is needed by the students of IAIA in overcoming attitudes to and deficiencies in the academic subjects, especially where reading and the use of English are involved.

The Guidance and Counseling Department

The guidance department incorporates the management of the dormitory and living facilities at the Institute and is responsible for the physical, social, and psychological needs of the students. Disciplinary actions are administered through the guidance department; college placement testing and counseling for educational planning are also part of the department's functions.

The Head of the Guidance and Counseling Department commented that the IAIA students have needs beyond that of the ordinary high school students because of the twenty-four hour dormitory living. Because of their backgrounds, ranging from urban situations to living in remote isolated areas, their needs are varied; some students need exposure to the ordinary things of living. They have little idea of the variety of occupations and what training is necessary for them; appropriate materials are needed to supply experience for greater sophistication.

Test Results of Students

According to the Guidance and Counseling Director, eighty percent of the students scored below 100 on standard I.Q. tests, but eighty percent scored above 100 on non-verbal tests.

In a survey report made by the librarian of the Institute with suggestions for library improvement, November 4, 1969, the following data on student testing were given:

> Testing done at the Institute showed the following: The language section of the Iowa Tests of Education Determination revealed that 55.8% of the students ranked in the lowest quartile. The high school composite (199 cases) showed that the average percentile rank in language usage was 29.6. The Otis Test of Mental Ability (verbal) showed 70.7% of the students scoring below an I.Q. mark of 100. However, the Chicago Non Verbal Performance test showed that IAIA students have potential to be developed — 79.4% scored above the 100 I.Q. mark.

The validity of the Standard I.Q. tests is currently being questioned

as a measurement of the intelligence and educational potential of children from different ethnic and cultural backgrounds. Criticism of the Stanford-Binet tests states that they favor white middle-class children whose environment and experience allow for more familiarity with the test items and situations.[1]

In October 1970, the California Achievement Tests were given to the entire student body. Seventy-five percent of the students scored in the fiftieth percentile or lower.[2] The scores of ten selected students ("known library-users") were reviewed to ascertain whether there was any correlation in test results with frequent use of the library and its materials. The overall test scores for the "known library-users" showed no improvement in scoring above the fiftieth percentile. However, on the reading scores, five out of the ten students ranked above the fiftieth percentile (Table 3). This strongly suggests that library-users are scoring better than their peers on reading tests.[3]

From the observations by teachers and evidence of testing records, it is indicated that innovative and compensatory teaching programs are

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[1]Opinion expressed by Dr. Milton Anderson, Psychology Department, in a seminar ("The Unintelligent Use of Intelligence Tests") at San Jose (California) State College, December 9, 1970.

[2]Personal correspondence from the Librarian, Institute of American Indian Arts, November 25, 1970, to the writer.

[3]Opinion by Dr. James L. Dolby, School of Natural Sciences and Mathematics, San Jose State College, February 26, 1971, to the writer.

needed to enable Indian students to overcome language, reading, and cultural problems for improved academic achievement and educational advancement.

Table 3

Results of California Achievement Tests, October 1970, for "Known Library-Users"

Student	Reading Score		Overall Test Score	
	Grade Level	Percentile	Grade Level	Percentile
1. _____ (10th grade)	14.5	96%	14.2	97%
2. _____ (12th grade)	8.4	5%	8.0	3%
3. _____ (10th grade)	10.6	58%	9.7	42%
4. _____ (12th grade)	12.2	54%	10.7	27%
5. _____ (12th grade)	10.4	24%	10.0	18%
6. _____ (11th grade)	6.9	4%	6.9	1%
7. _____ (11th grade)	11.8	62%	10.7	42%
8. _____ (10th grade)	7.4	14%	7.6	12%
9. _____ (11th grade)	9.2	21%	8.3	12%
10. _____ (10th grade)	11.4	73%	9.1	34%

Chapter 4

PROPOSED CONVERSION OF THE LIBRARY TO A MEDIA CENTER

During the school years for 1967, 1968, and part of 1969, the library facilities and services available to the faculty and students of the Institute were limited. The previous librarian had been in poor health, necessitating her resignation, and a subsequent personnel freeze had prevented immediate replacement with a professional librarian. The available library service was provided by a library assistant, Mrs. Anna Walters, who had been a former student at the school and a library aide (1962-1965). Her working experience in the library allowed for familiarity with the holdings and basic operations of library service.

The almost two years of library inactivity was distressing to many of the faculty who missed the kind of library program and services which are ancillary to expansion of classroom work and development of creative teaching programs. There was appreciation, however, for the presence of the assistant librarian. The Indian Arts and Crafts Board publication on the Institute, in

1968, captioned a picture of some shelves and books in the library as "a modern library facility for research and study."[1]

In September of 1968, Mr. Dave Warren, Director of Curriculum and Instruction, began actively seeking a librarian. Mr. Warren is familiar with and enthusiastic about the use of new and innovative ideas and modern technology in education and he envisioned an expanded and more dynamic role for a revitalized library and program in the form of an instructional materials center. The job description for a librarian at IAIA stated:

> The duties of the position entail improvement of present services and facilities as well as development of long-range programs associated with a major resource IMC unit. The librarian would be responsible for maintaining a basic library of at least 10,000 - 15,000 volumes. In addition, we wish to provide a strong multi-media program. . . . This would require the IMC director to gather materials in ethnology, art, art history, anthropology, and other fields supporting an inter-disciplinary program such as the Institute offers. Finally, we must have a repository for materials such as folklore, artifacts, and student-produced materials.[2]

An expanded concept of the IMC program at the Institute was described in August 1969:

> . . . At the Institute an Instructional Materials Center is unique and deviates from other school instructional centers. For one thing, we anticipate using our own IMC as a repository for locally developed

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[1]U.S., Department of the Interior, Indian Arts and Crafts Board, Native American Arts 1: Institute of American Indian Arts (Washington: Government Printing Office, 1968), p. 58.

[2]Job description by Mr. Dave Warren, Director, Curriculum and Instruction, Institute of American Indian Arts, September, 1968.

> cultural materials in all areas of the arts, as well as a receiving point for internationally televised cultural programs such as programs offered by the Museo Nacional, Mexico City. Video tapes and other materials resulting from our program would become a part of the instructional service network centralized in Brigham City, Utah, at the Instructional Service Center, a B.I.A. facility.[1]

The move to revitalize the library program was initiated with the hiring of Mrs. Janet Noll Naumer as librarian. She possesses the combined qualities of an able professional librarian, an art background, interest in student learning problems, and human warmth and understanding. Mrs. Naumer shares with Mr. Warren the enthusiasm and interest in developing an IMC at the Institute incorporating innovative methods for improved educational goals. As a librarian, she approaches all media as a means for conveying knowledge without denigrating the traditional importance of the printed book. The transition of the library from a defunct repository of books to a lively center for learning activities began in October 1969 under the direction of Mrs. Naumer.

Library and Audiovisual Equipment, 1969-1970

The main library facility serving the Institute is located in one wing of the academic building. The total area of 3500 square feet includes the main library room, art room, librarian's office, stack room, storage rooms, and conference rooms (Figure 2). The main library room contains 12 tables

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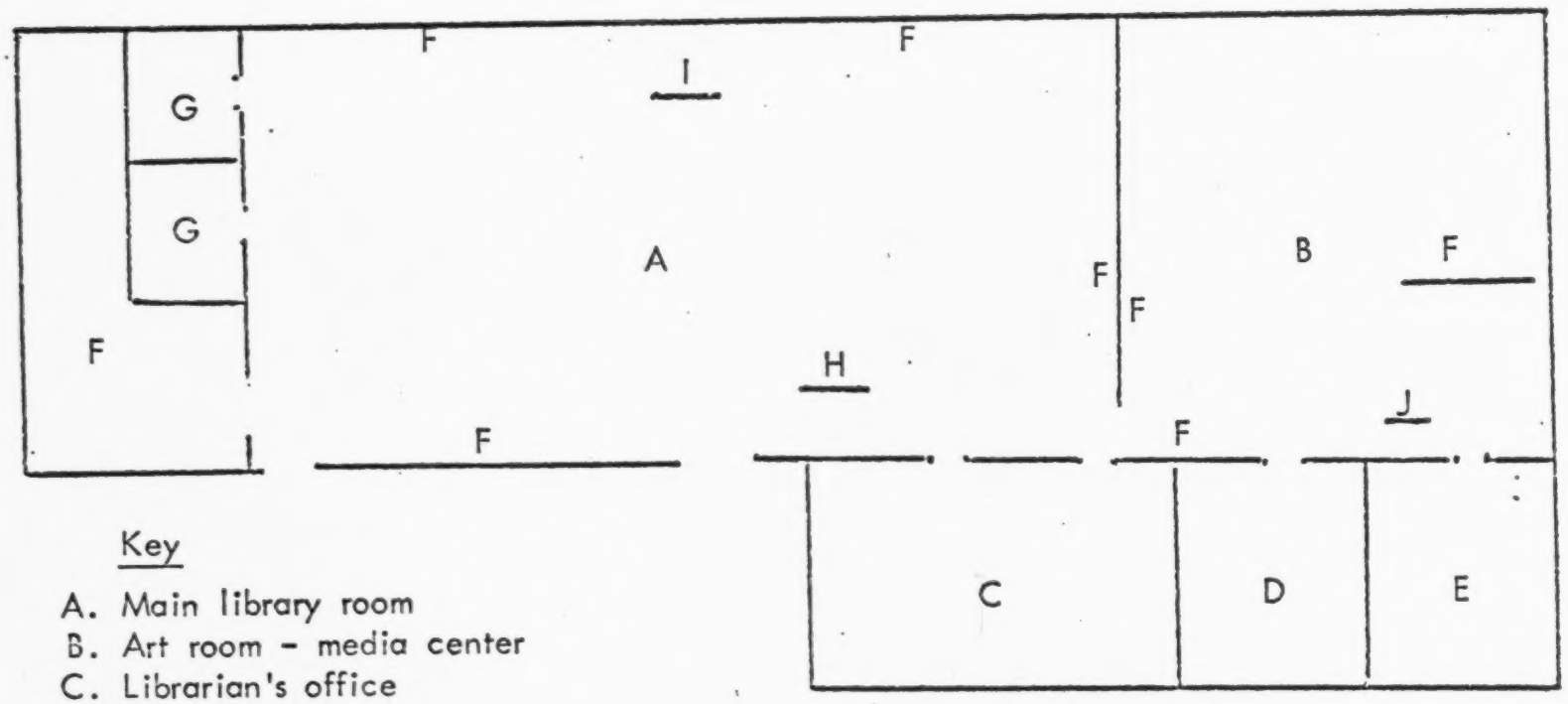
[1]Based on personal correspondence between Mr. Dave Warren, Director, Curriculum and Instruction, and the writer, August 28, 1969.



Key

A. Main library room
B. Art room - media center
C. Librarian's office
D. AV storage
E. Microfilm and art periodical storage
F. Stacks and shelving
G. Conference rooms; typewriters
H. Circulation desk
I. Card catalog
J. Xerox machine

Figure 2. Library Center, Institute of American Indian Arts, 1970
(Not drawn to exact scale)

and 48 seats. Fiction, periodicals, and reference materials are located here. The art room has 4 tables and 8 "wet"[1] carrels, besides shelving for art books, periodicals, AV materials, and periodical storage. This room is currently used for audiovisual activities. The main body of books in the Indian collection are kept in a separate stack area. The books are cataloged by the Dewey Decimal Classification System. Technical processing is done in the librarian's office.

In 1969, the collection consisted of about 7500 titles, concentrated predominantly in the areas of Indian life and culture, history, and art, Indian and Western. Approximately 85 periodicals were received by the library and there was a small collection of recordings, mostly of Indian music.

Many teachers have developed book collections within their own classrooms which are available for circulation among their students. Books for the classroom libraries are purchased through departmental funds. Each dormitory has its own library for the use of its resident students. Included in the dormitory libraries are reference books, encyclopedias, fiction, books of current interest, and paperbacks. Selection, organization, and control of the books is the responsibility of a designated member of the dormitory staff. These satellite libraries are budgeted separately from the main library.

Audiovisual equipment, purchased by the Academic Department, is

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[1]"Wet" describes carrels that are wired for electrical connections.

used in varying degrees by individual teachers. Because of the inconvenience of ready access to the storage room, or difficulty in locating borrowed equipment, some teachers maintain equipment in their classrooms which is loaned to teachers in adjacent rooms. An electronic language laboratory had been purchased and installed in one of the classrooms a few years ago. There was little use and enthusiasm for this equipment by teachers and students alike. The Art Department also has audiovisual equipment and maintains a collection of art books and picture file for its own use.

The situation observed in 1970 is a continuation of the practices of previous years, wherein collections of books, audiovisual equipment, and materials are located in dormitories, classrooms, and departments, with no centralization of organization, inventory, and maintenance.

Planning and Funding of Library Program, 1969-1970

The duties of the new librarian entailed immediate action for the resumption of effective library services and acquisition of materials to initiate a media program while using the existing library facilities.

Among the objectives for the year were plans to extend the library hours, give orientation courses in the use of the library, and provide multimedia resources for independent study and learning enrichment. Student production of own materials and self-evaluative performances were anticipated by use of cameras and a video tape recorder.

In order to obtain the necessary funding, a statement was prepared and submitted to the administration by the librarian, listing the student needs and objectives. A line item budget for the fiscal year (FY) 1970-1971 was prepared, using the Standards for School Media Programs as a guide.[1] The budget estimate for 1970-1971, proposed by the librarian, specified $8,000 for operating expenses and $14,280 for development of the existing library facility — a total of $22,280. The line item budget had suggested purchases of equipment and materials totaling $12,000 (included in development expenses).

Based on the description and needs for effecting an IMC program at the Institute, application was made by the administration for Title I funds under the ESEA Act, and subsequently $9,000 was granted for FY 1970-1971. With the approval of the BIA area budget director, two amounts of $2,000 and $5,000 from the School General Fund were appropriated for the library program, making a total of $16,000 — $6,200 less than requested.

The Standards for School Media Programs recommends that "To maintain an up-to-date collection of materials in the media center, not less than 6 percent of the national average for per pupil operational cost . . . should be spent per year per student." Based on the 1968-1969 estimate for the

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[1] American Library Association and National Education Association, Standards for School Media Programs (Chicago: American Library Association, 1969), pp. 30-33.

national average for pupil expenditure of $680.00, $40.80 per student should be spent yearly to maintain an already established program.[1] The Standards further state:

> Funds for the initial collections of all materials in newly established media centers should come from capital outlay and not from the amount recommended for annual expenditures for materials. In those schools where the collections of the media centers do not meet standards for size and quality, additional funds will be required to augment the annual budget, while the schools are building their resources toward the standards recommended for materials of all kinds.[2]

With an allotment of $16,000 for 1970-1971, the librarian had the tasks of upgrading the library after two years of inactivity and starting a media center program.

The process and rationale for budget allocations and expenditures on Indian education by the government are difficult to ascertain because of the intricacies and nature of the bureaucratic structure of the BIA. The Kennedy Report found that:

> There is at present no central authority that can relate educational expenditures to educational results. There is no standardized information on Indian student achievement or school profiles or teacher/student ratios or educational programs or educational curriculum which is used to make the Indian school system a better school system.[3]

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[1] Ibid., p. 35.

[2] Ibid., p. 36.

[3] U.S., Congress, Senate, Committee on Labor and Public Welfare, Special Subcommittee on Indian Education, Indian Education: A National Tragedy - A National Challenge, 1969 Report, 91st Cong., 1st Sess., November 3, 1969 (Washington: Government Printing Office, 1969), p. 65.

As far as could be learned, there is no budgeted amount for basic operation of a school library within the BIA system, except as determined by request and justification of the yearly needs of the individual school and program to an area budget director. The present methods for funding make it difficult to develop future plans in an orderly incremental fashion. Frustration results from long-range planning which is actuated only on paper.

Projection to 1977

The long-range plans for a major media and resource center at IAIA are directed toward building a facility which would: (1) incorporate the library and function as a learning center; (2) contain equipment for preparation, display, and dissemination of Indian cultural materials created by the students; and (3) be included in a "network" with other schools for the receipt and transmission of locally produced programs.

A PPBS has been prepared for the years 1970-1977 estimating the necessary personnel, budget, and buildings for the operation of a media center that would satisfy the requirements of the stated purpose and educational objectives of the Institute (Table 4).

The planned program of objectives for each year calls for the building of a Performing Arts Resource Center (PARC) by 1974 and the main Media Center by 1975 at an estimated cost of $300,000 for both buildings. A preliminary architect's sketch shows a circular arrangement to accommodate the planned learning and production activities (Figure 3, p. 69).

Table 4

Excerpts from Projection of IMC Program at Institute of American Indian Arts, 1971-1977

Position	Fiscal Year 1971	1972	1973	1974	1975	1976	1977
1 Librarian/Media Specialist	GS-9	GS-9	GS-9	GS-9/11	GS-11	Same as	Same
1 Library Technician/AV	GS-4		GS-5	GS-5	GS-7	previous	
1 Librarian (cataloging)			GS-9	GS-9	GS-9	year with	
1 Clerk Typist			GS-3	GS-3	GS-3	possible	
1 Clerk Typist			GS-3	GS-3	GS-3/4	exception	
1 Education Specialist (Library science or AV or both)					GS-11	noted below:	
1 Graphics Artist					GS-9		
1 Museum Specialist					GS-9		
1 Library Aide					GS-4/5		
1 Library Aide					GS-4/5		
1 Library Aide					GS-4/5		
1 Library Aide (Media) (for Performing Arts Center)					GS-7		
1 Librarian (Art reference) (if IAIA is functioning as Junior College)					GS-9		
1 Computer Programmer						GS-9/11	
Total Positions	2	1	4	4	13	14	14

PLANNING:
1971 Library functioning in minor way as media center.
1972 Library functioning in minor way as media center.
1973 Preparations for new media center; expansion of materials and equipment.
1974 Same as previous year.
1975 Move into new media center; combination library/media operation at junior college level. Resource center established in Performing Arts Center.
1976 Same as previous year with possible addition of computer.
1977 Bureau-wide service should be established by this date in graphics, research, etc.

Table 4 (continued)

	1971	1972	1973	1974	1975	1976	1977
Estimated enrollment	350	365	380	445	475	475	475
Expenditures on books per student	$15	$15	$15	$20	$25	$30	$35
Expenditures on audiovisual materials per student	$15	$15	$15	$20	$25	$30	$35
Equipment and building expenses	$2,000	$2,000	$50,000[a]	$250,000[b]	$2,500	$5,000	$7,500

[a]For new resource center.

[b]For new media center.

Source: Revision of 1970 PPBS, November 1971.

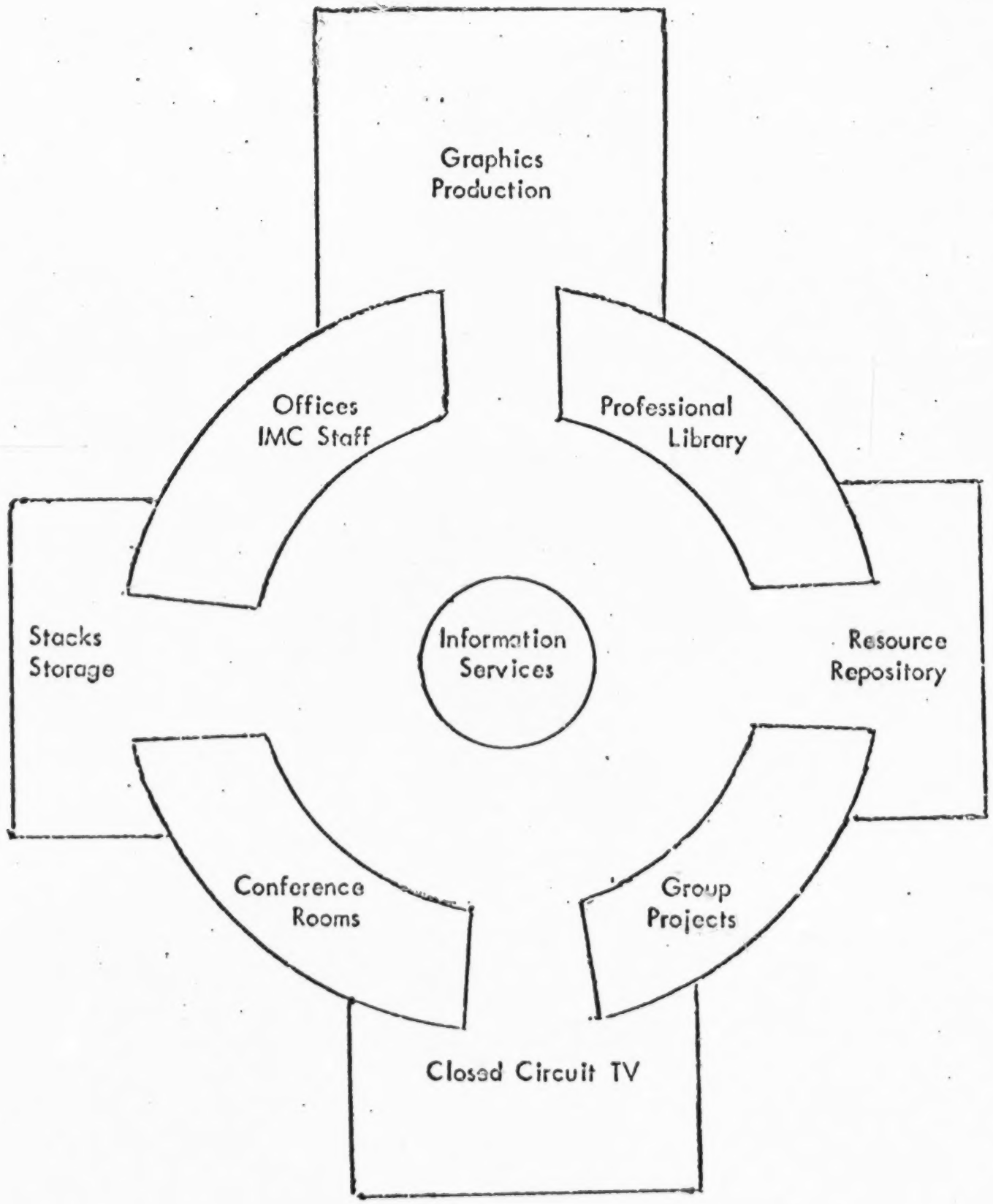

Figure 3. Diagrammatic Arrangement of Proposed Instructional Materials Center for the Institute of American Indian Arts (From architect's preliminary drawings, July 1970)

The staff would necessarily be greatly augmented to promote and satisfy the specific and unique functions of the components of the Center. It is anticipated that the Institute will become an important part of the BIA educational system as a "resource satellite" to the Instructional Service Center at Brigham City, Utah. There is the consideration and possibility of converting the Institute program from a secondary school to a junior college by 1975.[1]

A prototype of the possible services and function of the Media Center already exists in a unique pilot project, "Cultural Followthrough," which began operation in Spring 1970. With money from Title I, ESEA, and the Ford Foundation, the Art Department prepared a packet for teachers containing information about the cultural heritage and arts of the Indians of Arizona. Instruction and directions for programs using traditional art forms were included along with other materials to foster interest and pride to Indian children in their Indian heritage. A traveling van, storing art supplies, examples of tribal art, slides, tapes, photographs, books, and audiovisual equipment on loan from the Institute, visited classrooms of Indian schools, making available the resources of the school to many children over a wide geographical area.

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[1] See Planning, Table 4 (p. 67).

Chapter 5

PROGRESS OF THE INSTRUCTIONAL MATERIALS CENTER TO NOVEMBER 1970

Starting in October 1969, the work of the librarion at the Institute entailed: planning, in cooperation with the administration, for the conversion of the present library facility to an integrated instructional materials center; obtaining funds for the immediate needs and development of the existing facility; selection, ordering, processing, and maintenance of equipment and materials; teaching classes in the library; conducting the daily activities of the library; and making reports.

Acquisitions

Although $22,280 had been requested in a budget using the Standards as a guideline, a total of $16,000 was allotted to the library for FY 1970-1971. Selection and purchases were based on the special needs and nature of the IAIA program and its anticipated role as a resource and production center. As Barry Morris has stated: "The personnel, equipment and materials must fit the program in which they are to be used."[1]

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[1] Barry Morris, "The Dollars and Sense of the Standards," School Library Journal, XVI, 8 (April, 1970), 50.

The allocation of the funds was approximately as follows:

Equipment	$ 8,000.00
Audiovisual materials	3,500.00
Books	3,000.00
Periodicals and newspaper	800.00
Miscellaneous	700.00
	$16,000.00

Equipment. The bulk of the Title I money of $9,000 was allocated to the purchase of audiovisual equipment (hardware) and materials (software). The most expensive items were the video tape recorder and TV camera. The expenditure for these units was warranted by the plans to tape live performances produced at the Institute for student learning and distribution to other schools.

Orders were placed as soon as the funds were assured. Receipt of the items was sporadic, most arriving over the summer and some not until September. Inconvenience and delay in the use of equipment was experienced when the necessary "software" did not arrive coincident with the equipment. A dry mount press arriving in September could not be used until the mounting board arrived; tape recorders sat idle on a shelf until the shipment of tape arrived. By November 1970, the library-IMC contained an inventory of equipment as shown in Table 5. Notable omissions in the list are a 16mm movie projector[1] and individual filmstrip viewers.

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[1]The movie projector from the teacher's collection was available for use in the library.

Table 5

Inventory of Audiovisual Equipment in Library, Institute of American Indian Arts, November 1970

Audiovisual Equipment	Number
CAMERAS	
Apeco VF 200 viewfinder TV camera w/zoom lens	1
Autoload Bell & Howell, super 8mm camera	1
Nikon Nikkormat 35mm camera plus macro lens	1
COPYING MACHINES	
3M "107" dry photo copier	1
Xerox 914 (rental)	1
DRY MOUNTING EQUIPMENT	
Seal dry mounting press, 18 1/2" x 23" platen	1
Tacking iron	1
HEADSETS	
Listening station, Rheem HP with headsets	8
Headsets for Audiotronics stereo listening systems	8
Headsets for Viewlex filmstrip projector/record player	4
MICROFILM READER	
3M microfilm reader/printer with microfiche attachment	1
PROJECTORS	
TDC filmstrip projector	1
Movie projectors, Technicolor Super 8, silent/loop	2
Movie projector, Technicolor, instant sound/loop	1
3M overhead projector, 567 glarefree	1
Slide projectors, Kodak Ektagraphic with zoom lens	2
PROJECTION EQUIPMENT	
Rear projection cabinet, HPI Caritel	1
Technitilt screen	1
Video "Hilo" tripod screen, 70" x 70"	1

Table 5 (continued)

Audiovisual Equipment	Number
RECORD PLAYERS	
Audiotronics stereo listening systems	2
Viewlex combination filmstrip projector/record player	1
RECORDERS	
Sony tape recorder, reel-to-reel	1
Apeco video tape recorder, 1/2" tape	1
Craig Cassette recorder	1
TELEVISION RECEIVERS	
Apeco television monitors	2
Sony 7" television receiver	1
Study Carrels, "wet"	8
Steel shelving for AV open-stack storage	

Audiovisual materials. The inventory of audiovisual materials as of November 1970 is shown in Table 6. Indian music accounts for most of the titles in the record collection. The periodicals Time, Life, and Newsweek are among the microfilm series already purchased. Filmstrips and recording/filmstrip sets include topics dealing with history and current social problems. The materials are presently stored in the newly purchased steel shelving and cabinets, but are not as yet fully cataloged because of the press of the many other duties on the librarian. It is planned that with the equipment available, indigenous materials will be produced at the school by the students and teachers as part of the teaching/learning function of the IMC.

Table 6

Inventory of Audiovisual Materials in Library, Institute of American Indian Arts, November 1970

Audiovisual Materials	Number
Art prints (full color, 16" x 20" or larger)	115
Film loops, 8mm	16
Filmstrips (including sound/filmstrip sets)	408
Microfilm reels	52
Photographs (8" x 10", glossy, Indian leaders)	123
Recordings (titles)	562
Slides (2" x 2", mounted)	2,050
Transparencies	99
Tapes (recorded, reel-to-reel)	25

Books. During the summer of 1970, Mrs. Naumer, with the assistance of Mrs. Walters, tackled the usual on-going, never-ending librarian's task of "weeding" the book collection, which in this case had been neglected for many years. Approximately 1,187 books were withdrawn, leaving 7,405.[1] Over the summer, 1,200 new titles were purchased based on recommendations

[1] Appendix E.

by a library committee, bibliographic review by the librarian, and requests by the teachers. The collection contains at present about 10,000 volumes and is strongest in the areas dealing with Indian cultural material and art.

Included in the expenditure for books were bound volumes of the Art Index and sets of new reference works on art. Eight desk dictionaries were purchased for placement and use at the carrels. Some popular titles were purchased in Demco's Perma Bound Editions. Paperback books are kept in the reading-browsing area of the library and are circulated among students on an exchange basis.

Subscriptions to periodicals and newspapers were increased from 75 to 125. With the funds allotted for FY 1970-1971 nearly exhausted, the librarian had about $500.00 left for other purchases until the budget for FY 1971-1972 was determined.

Besides updating the book collection, the librarian engaged in cleanup of the files, pamphlet and office, and "weeding out" the accumulation of outdated ephemera and catalogs. Although there was a backlog of uncataloged new books in September 1970, the job has been facilitated by the purchase and use of Library of Congress catalog cards. The activities of the librarian during the summer months were acknowledged by the administration and faculty, who spoke words of appreciation and admiration for the number of hours and labor spent on the arduous chores of library reorganization.

Personnel and Staffing

The budget for FY 1970-1971 allowed for the hiring of one professional librarian. Money was obtained to send the assistant librarian to the Instructional Services Center, Brigham City, Utah, for a two weeks training session during July in the use and preparation of audiovisual materials. She was hired for FY 1970-1971 as a GS-4 with the title of "technical aide" or "media aide." The two librarians worked well together in accomplishing the many tasks required by the daily routine and developing the multi-media aspects of the library. She has been rehired for FY 1971-1972 but, unfortunately, only on a temporary basis.[1]

In September 1970, under Title I, an "Indian Cultural Aide" was assigned to the library. Provision for her tenure as part of the library staff is only until June 1971. Although she worked under the art department to help develop cultural materials, her presence in the library allowed extending the hours for use of the library. She had a bachelor's degree from Fort Lewis College, Colorado, to teach business, but she quickly learned the routine of the library and was a welcome addition to the staff.

The curriculum for the school includes a course in library science for one half unit a semester. As described in the school manual:

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[1]Personal communication from Mrs. Naumer to the writer, November 25, 1970.

> This is a practical, working course in library/media operations. As a necessary basis for filing in the card catalog, shelving, pre-cataloging and other assignments such as manning the circulation desk, students learn the Dewey Decimal System, the A.L.A. filing rules, important reference books, the subject approach to using the card catalog, and other information which will not only help the student operate effectively in the I.A.I.A. library, but will enable him to locate information in any library.[1]

As part of this course, in Fall 1970, six boys and six girls worked in the library at tasks assigned by the librarian.

Extended Hours

With the presence of the Indian Culture Aide in the library, the previous hours for library service, 8:00 AM to 5:00 PM, Monday through Friday only, were extended to include the hours of 6:00 PM to 9:30 PM, Monday, Tuesday, and Wednesday, and Sundays, 1:00 PM to 5:00 PM and 6:00 PM to 9:30 PM. At the start of this innovation, there was little use of the library Sunday afternoons; during the evenings the attendance was light and then, mostly boys. This was partly due to poor notices and communication with the campus community and departments, especially with the dormitories. Eventually, snags in this area were overcome by providing passes for the students to leave the dormitories at night to go to the library.[2]

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[1] Course of Instruction Handbook, Institute of American Indian Arts (Santa Fe, New Mexico, 1970), p. 17.

[2] It has since been learned that the extended hours program was discontinued January 1971.

Circulation Statistics

During the month of October 1970, an attempt was made to keep statistics on the use of the library by students for comparison with previous statistics, on the possible impact of increased and diversified material in the library and the extended hours. The experiment was not strictly controlled, and allowances for deficiencies in method and interruptions in the school program should be taken into account in assessing the validity of the figures obtained. Comparison of statistical figures for circulation of items in October 1967 with those of October 1970 showed less books and records being checked out in the latter year. However, the "headcount" for individuals using the library in October 1970 was higher than the circulation totals.[1] This raises the question and possibility that the availability of other media might decrease the use of print materials and books. The relevancy and extent of such a situation in the educational process is not yet known. Dr. Francis A. J. Ianni, Director of the Horace Mann Lincoln Institute at Teachers College, Columbia University, warned that:

> Companies and teachers who depend too much on books had better start looking for a new job. . . . With tapes and sounds, projectors and pictures, the ear and eye naturally assimilate information much more readily than deciphering the code of written words.

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[1]Circulation totals at IAIA library: October 1967 (903); October 1970 (410). "Headcount," October 1970 (1188).

Mr. Daniel Melcher, former President and Chairman of the R. R. Bowker Company, disagreed with Dr. Ianni and argued in support of books and reading for "joyous, instinctive learning." Although one could well agree with his point of view, consideration must be given to the problems in education for the culturally different and the necessity of compensatory and innovative educational methods where reading and language barriers exist.[1]

Library Program and Services

As soon as the new librarian had been assured of funds for acquiring a basic collection of media and materials, communication was established with the faculty to develop and provide a cooperative program. A questionnaire was used to elicit from the teachers the kinds of services from the library which they thought would be valuable for themselves and the students. Among the services most strongly desired were: orientation courses for the students with emphasis on research and the use of reference books; assistance in the location of reading materials; extended hours of library service; orientation of new faculty to services; special releases to faculty on new materials; orientation of faculty to new services; cards to be provided to teachers for giving the library advance warning on assignments; and photo-duplication service.

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[1]Daniel Melcher, "Architectonics of the Mind," School Library Journal, October, 1969, p. 105.

In the Spring 1970, Mrs. Naumer distributed to the faculty a proposal, outlining the objectives of a library-media program for the coming school year.[1] Before the start of the 1970 Fall semester, an in-service workshop session was held for the faculty.

Starting in September, all classes in the school received orientation and instruction in the use of the library. Using a series of filmstrips, the librarian discussed and explained the use of the card catalog, pointed out the location of various materials in the library, and demonstrated the audiovisual equipment to the students.

As a result of planning a media program, a new course evolved in the use and development of audiovisual media which was included in the school curriculum. This proved to be very popular with the enrolled students, who exhibited enthusiasm and ability in the program as developed by Mrs. Naumer.[2]

Location and Maintenance of Equipment

In order to foster the concept of a media center, an area at one end of the library facility was cleared to accommodate the audiovisual equipment and related materials. The former "periodicals room" and two adjacent smaller rooms combined to make a total area of 1124 square feet available

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[1] Appendix F.

[2] Appendix G.

for the new equipment, including the Xerox machine (Figure 2, p. 61). The media center space was also shared by the books and periodicals on Western art and storage shelves for the back issues of periodicals. Hopefully, the congestion and makeshift conditions will be alleviated in the near future by recent permission to use an old building and maintenance structure behind the present library. This annex will provide an additional 2,000 square feet, which will probably be used for processing.[1]

Soon after the installation of the new equipment, it was learned that the existing electrical outlets were not convenient and sufficient to provide power to the variety of equipment. Large cable extension cords and outlet boxes had to be strung around the floor for connection with the machines and the eight "wet" carrels. After several blown fuses, it was decided that the 3M Copier could not share the same line with the Xerox and the "Copier" was moved to the librarian's office.

Problems in maintenance and repair were constantly recurring. Servicing for the library and its equipment depended on the availability of the men in the school's maintenance department. Press of jobs elsewhere often delayed their presence in the library. In some cases, they were not able to cope with the problems of the sophisticated electronic equipment. If a Xerox service man for the area was available, he readily responded

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[1]Personal correspondence from the Librarian, December 7, 1970.

to make needed repair or adjustment of the machine; phonographs could be out of service several days until the necessary authorized requisitions for outside repair service were made.

The librarian coped with such exigencies in calm, businesslike, and "philosophical" fashion. In mid-September, plans had been made to videotape a special school program of dance, music, and recitation to be presented in the outdoor amphitheater. A few days prior to the performance, problems and "bugs" developed in the video system. The operation and management of the video tape recorder and camera had become the responsibility of one student, Mike Trammell, who was particularly interested and enthusiastic about its function and use. Neither he nor Mrs. Naumer could account for or remedy the problems. Fortunately, representatives of the distributor of the video equipment were contacted and arrived at the Institute just a few hours prior to the scheduled time for taping the performance. Taking advantage of the presence of the company representatives, the librarian arranged an impromptu in-service training session for the teachers and AV students. The demonstration and instruction session evoked enthusiasm among the teachers in the possibilities for using television in classroom projects.

Immediately following the demonstration, the librarian transported the equipment to the outdoor amphitheater, where it was discovered that the electrical outlets were not convenient for flexible placement and connection of the video system. Mr. Warren unlocked the control room in back of the

theater to open a window through which Mike Trammell climbed to make the necessary electrical connections; the equipment was set and "rolling" just in time to tape the show.

The following day, students crowded into the small AV storage room to see themselves dancing and singing in costume. The performance had been captured for future viewing and review; refinement in techniques and usage would follow with more experience. The equanimity and ingenuity of the librarian, who faced such initial experiences with technology under challenging and difficult circumstances, were worthy of the heroine of "The Perils of Pauline"!

Use of the Library-Media Center

In an editorial, "Short Cuts to Revolution," the comment was made: "We may have more action in the library than in the gym."[1] Such prediction was borne out by observation at the Institute's library.

Students wandered in and out of the media room to see what was going on or to participate in the "action." They particularly liked the 8mm projectors. Because of a limited selection of loop cartridges, they would often run the same film over and over. The phonographs were used constantly, either for recreation or as part of a class assignment. One morning, a

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[1]Editorial, "Short Cuts to Revolution," School Library Journal, September, 1968, p. 37.

student; using earphones, became so immersed in the music that he became oblivious to his surroundings and sang along with the recording in loud voice; with an understanding smile, the librarian reminded him to control the volume of his song. With the receipt of each new piece of equipment, the students in the AV course experimented and applied creative ideas in its use; they exhibited enthusiasm and interest either in making transparencies or using the dry mount press.

The acquisition of cassette tapes opened up new doors for experimentation and experience to the students and teachers. A start was made in taping Spanish language lessons from disc recordings to tape cassettes which were to be kept in the library.[1] One student, intrigued with the cassette tape recorder, practiced intensively with it one whole afternoon and evening. Her success in class the following day, with improved pronunciation and knowledge of the lesson, was an example for other students to follow. The possibilities were evident to the teacher, and he encouraged the students to supplement their class work in Spanish by use of the tapes for practice.

By special arrangement with the librarian, a teacher could reserve space and time in the library for special projects using the library facilities and equipment. The librarian was most cooperative in making materials available or helping to develop a class project. The previous custom of

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[1] A set of language recordings was kept in the classroom and inconvenient for the students to use for independent practice.

using the library by teachers as a study hall for attendance control or discipline was discouraged because of the numerous other activities and responsibilities now incumbent on the librarian.

Acting out skits, students of a class in the performing arts practiced before the TV camera in the media room, while their teacher and fellow students watched. Shy and unsure at first, the students responded with interest and analysis of self and classmates. The AV students operated the camera, recorder, and monitor. At the same time another group of students, members of a class in photography, were "shooting" the scene with their still cameras. That afternoon, there was "more action in the library than in the gym" (Plates I-VII).

Summary

The Instructional Materials Center at the Institute, after only one year of planning, acquisitions, and programs by the librarian, showed a warm, inviting atmosphere where the students felt at ease and were stimulated by the new materials available. Teachers expressed appreciation for the growth of the library and help available to them in expanding their class work.

Although there are plans for a future center with all the accouterments and convenience of space and modern technological equipment, progress and improvement in the "now" is being accomplished through the efforts and

ingenuity of the librarian. She has increased the available shelf space in the existing library by rearranging the shelves of the fiction collection, which were flush against the wall, placing them at right angles to the wall, back to back, forming bays. Currently an art class is engaged in screening designs on panels for the ends of the shelves to contribute to the "beautification" of the library (Plates VIII-XIII, pp. 95-100). In a communication from Mrs. Naumer, November 25, 1970, she commented: "We've just about finished one slide sound set . . . , have taped a couple of NET programs and are taping and replaying all the basketball games. The AV kids have now made four 'first' films -- all of them bad!"

Action, interest, and excitement were exhibited by students using the new electronic media. As expressed by one teacher: "The library could be the 'sparkplug' for the school." The relaxation and informality of the library permitted freedom of expression which contrasted with the apathy and reluctance of students to speak out under the structured formal classroom situation. Without knowing the quantitative results in academic achievement, the writer has observed that the atmosphere of the library encourages attitudes for acceptance of instruction through a variety of method and media.

Chapter 6

RESULTS OF INTERVIEW AND QUESTIONNAIRE SURVEY

Information on a subject may be obtained from the previously published literature and direct observation by an investigator. No study is complete or valid, however, without recording the thoughts and feelings of the people actually involved and affected by a program. It was important in appraising the development and impact of the conversion of the library to an instructional materials center at the Institute of American Indian Arts to talk directly to the students, teachers, and administration and to visit classrooms to elicit and report their opinions and points of view. Questionnaires[1] were submitted to a random sampling of students and representative members of the separate departments, and personal interviews were held with the Heads of the arts, academic, and guidance departments.

The Director, Assistant Director, and Librarian concurred on the importance of developing a facility using modern technology and multi-media teaching methods for improving and promoting effective education to Indian

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[1] Appendixes A and B.

youth. The future success of the project involves the cooperation of other members of the administration and financial support by the Bureau of Indian Affairs.

The function of the guidance and counseling department is to help the students with personal and social adjustments. As stated by the Head of this department, a variety of appropriate materials are needed to supply experience for greater sophistication. He stated that they were planning to "plug in" as soon as the IMC expands and becomes available.

The Arts Director felt that: "It was important and essential to go ahead. . . . It's more important to give 'kids' skill to use library materials. . . . The library has made a valid beginning." He felt that artists should be motivated to independent work and teachers should develop special projects using a variety of materials.

The Education Specialist in charge of the academic department was supportive of the library program both in action and words. He cooperated with the librarian to supply help and materials as emergencies arose. He showed personal concern for the students, feeling that academic success depended on factors other than strict adherence to a structured classroom.

STUDENT USE OF LIBRARY AND OPINIONS

Students were approached on the campus away from the library proper with the purpose of getting objective responses and obviating any subjective

reactions to the appearance of the materials and personnel in question. The reactions of the students to being interviewed ranged from reticent shyness to eagerness in volunteering their opinions, complaints, and ideas. Twenty-seven responses were obtained from 15 boys and 12 girls (about ten percent of the student body), representing all the grades in the school from ninth through the fourteenth year. In talking to the students, the meaning of the term "IMC" was explained and reference to the "library" and "IMC" was used interchangeably. The term "academic" was used as an "umbrella" word to refer to areas relating to the academic courses in the school, fiction, and periodicals.

Frequency of Use of the IMC

The library-IMC was used by the 27 students questioned as follows:

Frequency	Number of students
Not at all	1
Occasionally as needed	7
Very much	3
One to four times a week	11
Every day	5

Two boys who were recognized as media "addicts" were among those included in using the library every day. The one student who did not use the library at all was a first year student. Although she could not respond to most of the other questions, she found the orientation program given by the librarian helpful and would like "pop" records in the library.

Of fourteen students who had been enrolled in the Institute in previous years, three used the library less, four the same, and seven more frequently. It cannot be ascertained whether the increased use is due to more materials available in the library or greater sophistication and experience on the part of the students in fulfilling the needs of their course work in advanced grades. Logic suggests that there is a correlation between increased use of a facility with increased resources.

Adequacy of Materials for Preparing Class Assignments

The following results were obtained regarding adequacy of materials in the library for completing class assignments:

	Number of students	
Kind of material	Enough	Not enough
Art		
Print materials	18	6
Audiovisual materials	12	9
Academic		
Print materials	20	5
Audiovisual materials	12	6
Equipment	8	11

Some students answered either with firm positive or negative opinions regarding print materials, but were not as sure in assessing the audiovisual materials, implying greater familiarity with the traditional print medium. Several commented that although there was more equipment available this year than last year, they would like to have even more. Several students

said that they had not used the audiovisual equipment, did not know much about it, but would be interested in learning. It was found, on questioning, that those who responded that the equipment and materials were plentiful based their judgment on experience in other schools where instructional media were limited. The Xerox duplicator was used regularly to prepare class assignments.

Use of the IMC Other Than for Assignments

The question was asked to what extent the students came freely to the library and what kinds of materials they sought out for pleasure and recreation. Twenty-three of the 27 students questioned stated that they used the library other than for fulfillment of class assignments. Much of the reading of print materials included Indian newspapers and periodicals. The audiovisual materials most often used for pleasure were recordings of Indian music. The most frequently used equipment were the two record players and two 8mm cartridge projectors which were readily accessible for student use in the carrels. Although the selection of single concept cartridge films was limited,[1] the students ran them over and over, intrigued by the mechanical operation of the projector. Independent learning occurred in the repeated observance of the films.

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[1]Series of single concept loop films on the rise of Nazi power in Germany.

The twenty-seven students questioned reported their use and preference of materials as follows:

Kind of materials	Number of students
Art	
Print materials	19
Audiovisual materials	13
Academic	
Print materials	18
Audiovisual materials	12

Instruction in the Use of the Library

The formal instructional presentation in use of the library given by the librarian was considered helpful by the majority of the students. Their reaction to the lecture and demonstration was as follows:

Instructional program	Number of students
Helpful	22
Knew already	1
Don't know if helpful	1
Need more	1
Somewhat helpful	1
Not helpful	1

Extended Hours

The students who used the newly started service of Sunday and evening hours found it helpful. A breakdown of the responses showed:

Extended hours	Number of students
Helpful	18
Planning to use	3
Don't know	4
Not aware, might use	1
Not helpful	1

Several comments by the students regarding the hours were:

> Helpful, yes, but need a pass;
>
> Yes, but only seniors and juniors allowed out of dorm;
>
> Especially helpful Sundays;
>
> Not used yet, but will. . . . Something to do on weekends.

The responses reflected the newness of the service, need for better communication with the dormitories, and Sunday hours more attractive than weekday evening hours.

Comments and Suggestions on Resources and Library Service

The students were very interested and open in giving their comments, opinions, and suggestions on types of service and materials that they would like in an instructional materials center.

Print materials. On print materials, the following suggestions and observations were made:

> More science fiction. . . . More on history of Mexico and early civilizations;
>
> More books on Ottawa and Chippewa in art;
>
> More Indian magazines;
>
> Good to keep newspapers of other schools. Life and Time are good to learn what goes on outside;
>
> Not enough books on Indians. Bad from BIA to IAIA;
>
> More books on acting and dancing;
>
> More than one copy of periodicals and new books;
>
> More books on Shoshone tribes. More art books on tribes. More college level books in sciences;

Need more poetry and general fiction. . . . Great for Indians and biography but need classical literature;

Greater variety of magazines;

More books in modern dance and choreography.

The one recurring word in these responses was "more," but one student observed that it was better this year than last. There was a wide range of individual interest shown. Although students wanted books about their own tribal backgrounds, there was a sophistication in desiring books in other subject areas.

Audiovisual materials. Recordings were by far the most popular audiovisual item, possibly because of greater familiarity and accessibility. Three young people simply said "more records" of any kind. Others expressed their preferences and opinions by:

More Indian records — Chippewa, Ojibway;

More tapes of all kinds;

More filmstrips;

Very good. . . . Boosts abilities to understand;

Movies on acting . . . and Tsimshian records;

More Western classical music. . . . More folksingers like Joan Baez or Buffy St. Marie;

Like to see more. . . . Nice program as far as it goes. . . . More records and sound tapes such as Beethoven;

More poetry records, as Edgar Allen Poe.

Equipment. Seven students expressed the need for more record players and 8mm cartridge movie projectors. Other observations made were:

Not enough to go around;

Very good;

Usually broken (record player), or someone else using it when wanted;

Like to see film-making equipment, more tape recorders, slow-motion camera;

Better Xerox. Better budget for reproduction.

Training in use of audiovisual media. Seventeen students indicated that they would like to learn more about audiovisual technology and would welcome more instruction and training in use and preparation of audiovisual materials. The following comments were made about courses for AV use:

Interested, because in the future there will be more used in education;

Necessary to learn, to prevent damage to equipment;

Not necessary;

Need to use it. Only way, is to use it.

Services by the library staff. Twenty students evaluated the services by the personnel of the library variously from "It's all right" to "Great — real good." Other students observed:

Very good, but need more workers. The librarian is always busy, not available to answer questions;

Friendly and help out with problems. Usually there are students working there, and it is good for them;

Not enough staff to help people. Too few for personal help;

More promptness needed;

Appreciate informality and freedom to use and explore media.

TEACHER RESPONSES ON USE OF INSTRUCTIONAL MEDIA

Eleven teachers who graciously allowed themselves to be interviewed answered questionnaires on their use of instructional media in the classroom and gave their opinions of the materials center program developing in the library. Six taught academic subjects, and five were in the arts department. They represented one-third of the faculty at the Institute. Their responses to the question of the special learning needs of their students have been reported in Chapter 3 under Instructional Program and Needs of Students, page 50.

Use of Audiovisual Materials in the Classroom

Five teachers of academic subjects said that they used one or more types of AV equipment in the classroom. One teacher reported taking an AV course at a university during a summer session. The types of media used were:

Media used	Number of teachers
Films	5
Filmstrips	3
Slides	2
Opaque projector	1
Recordings	4
Models	1
Pictures	1
Overhead projector	2
Bulletin board	1

They said that it was difficult to obtain equipment readily. Films were obtained from the Instructional Services Center, Brigham City, Utah. One teacher, who used very little in the classroom other than occosional films, brought classes to the library for the librarian to guide the students in use of equipment because of her own lack of familiarity with the equipment. Not included in the questionnaire survey was one teacher, who was observed teaching a class using films and prepared transparencies with an overhead projector coordinated with a lecture.

The arts teachers found less opportunity for using media technology because their subject areas required active work and participation of the students in the studio. Three teachers on occasion used some media aids:

Media used	Number of teachers
Films	1
Overhead projector	2
Tape recorder	2
Recordings	2
Slide projector	1

Comments of the teachers included: "Would use film if available; slide projector should be in classroom for lecture; anything in AV would be useful for art history."

Resources in the Library-IMC

Eight teachers reported that the resources of the IMC were helpful in providing supplementary materials to the students for their class work. Two areas that were not adequately covered were mathematics and business.

Several reported that if an item was not present, the librarian would get it.

Print materials. Teachers commented on the print materials available in the library:

> Good for references. . . . Sends students to IMC;
>
> To some degree limited;
>
> Need more in the area of sculpture;
>
> Very nice Indian collection; . . . Need fiction, novels, short stories, plays and poetry;
>
> Pretty good. . . . Getting better. . . . Real good things coming in;
>
> Some older books valuable. . . . Need additional current professional materials and journals;
>
> Getting better since 1969. . . . Improvement in materials and accessibility.

Audiovisual materials. Teachers rated the AV resources of the library as:

AV materials helpful	Number of teachers
Yes	5
Pretty good	1
No	1

Other comments on the materials presently available were made: "Don't use too much; Not yet but will be; Impressive; Not enough on Indians; Adequate in field, would like some film; Filmstrips need up-dating; Improved; Inadequate for subject; Plan to use filmstrip in library research."

Equipment. The teachers' evaluations of the equipment obtained in the past year were:

Equipment helpful	Number of teachers
Yes	3
Adequate	2
Could be increased	1
Limited until recently	1
Don't know yet	3
No	1

Two teachers made special mention of the value of the Xerox machine in the library.

Other opinions expressed were:

Up-to-date;

More slide projectors and tape recordings needed;

Would like photo-copy machine permanently;

Have opaque projectors available, but not through IMC. . . . Library equipment limited;

Looks great, expects to use more;

Not adequate, short on record players;

Need more record players and more tape recorders, reel-to-reel and cassette. . . . Welcomes microfilm;

Good for high school of this size.

Inter-disciplinary Programs Using Media

When asked whether inter-disciplinary programs would be helpful in teaching their subjects, five teachers were not sure what the term "inter-disciplinary" entailed. On explanation, eight responded "yes," one thought it would be questionable, and one said there "might be room for it." Others

commented that: "Anything would be good that would help focus attention and make them [students] aware of what the world's about; it would work with Indian culture and traditional techniques." One thought it might be interesting, especially with art and history. Another said: "It would be helpful in social studies. . . . Done occasionally, it would be very good, possibly with the arts."

In-service Training in Use of Audiovisual Materials

Before the school year began, the librarian conducted an in-service training session for the members of the faculty. They generally acceded that it was helpful. Comments about future instructional programs on the IMC equipment and materials included the suggestion for smaller group sessions. One teacher felt that training meetings were not needed unless new materials and information became available; another said that she hadn't had any yet, but needs and wants guidance.

Present Library-IMC Program, October 1970

Seven teachers could not see any perceivable difference in classroom interest by the students since the inception of the IMC program; one reported definitely "yes"; two, "no"; and one, "some increased interest." The library with its increased acquisitions of media and incipient IMC program has only been functioning since the start of the school year, September 1970. Thus,

any judgment of its compensatory value for educational achievement is premature.

Observations by teachers. Generally, the comments made about the present program conducted by the librarian were enthusiastic and hopeful:

> Doing a 'darn' good job, so far;
>
> Fine start;
>
> Open, cooperative;
>
> Happy the way things are shaping up. . . . Gets books when ordered;
>
> Need a bigger budget. Doing what can, with what available;
>
> Non-verbal people may expand in process of 'doing.' . . . Difficult to get students to open up in straight lecture.
>
> Librarian doing a great job.

Suggestions by teachers. Suggestions for additional materials, equipment, and services in the IMC were made by the teachers interviewed:

> Need facilities for making slides;
>
> Students need instruction in making films, taping programs, and involvement in creating visual materials;
>
> Can use anything made available through library. . . . Source of information for whole school, not only own department;
>
> Would like materials on experiences of others engaged in business or selling, specifically, art. . . . So busy with fundamentals, "catching up"; no time allowed for exploration;
>
> Looking forward to complete cataloging;
>
> Would like a complete duplicate set of photos from Smithsonian showing history of Indian life. . . . Need more time for organization of what already started;

As many well-illustrated art books as possible, especially dealing with American Indians;

Need more space, additional monthly art magazines. . . . Since time as student at IAIA in 1962, great strides, extremely big improvement;

Would like a set-up where five or six top students could work independently for enrichment and enable them to progress at own level. Would like the more able students to proceed at own pace in IMC without burdening the librarian and requiring teacher supervision; would like to devote time to helping students in classroom and not need to run to the library to check on other groups of students.

SUMMARY

According to the responses of the questionnaires and interviews, the students used the library actively and freely, but found limitations in variety and amount of equipment and materials that they desired. They were eager and enthusiastic working with the AV equipment presently available, which contrasted with the boredom and apathy observed in the classroom. As one teacher suggested: "Non-verbal people may expand in the process of 'doing.'"

The expressions by the teachers show strongly the value and dependence that they place on library materials and services. There is admiration and appreciation for the accomplishments of the librarian in the past year in starting an innovative multi-media program and improving the existing library.

Chapter 7

SUMMARY AND CONCLUSIONS

It was the intent of this study: (1) to identify the particular learning needs of the students at the Institute of American Indian Arts; (2) to evaluate the attitudes of the teachers and acceptance by the students of an instructional materials center program; and (3) to describe the inception of such a program.

The problems of education for Indian youth were described in a survey of the literature dealing with the historical background of the relationship of Indians and the United States Government. Poor academic achievements resulting from cultural and social conflict have been reported in studies by investigative bodies and educators. Different traditions and language have created resistance to learning in a mono-cultural, anglo-oriented school system.

Changes in attitude on the part of educators, different forms of school direction and control, and innovative teaching methods have been proposed for more effective educational programs.

The Institute of American Indian Arts is a specialized school which emphasizes Indian values and history and fosters pride in Indian heritage

through the study of the arts, Western and Indian. Although the students are accomplished artists, they lack communication skills and a good foundation in the "three R's" — reading, writing, and arithmetic — which hampers academic achievement. Through the development of an instructional materials and resource center, using modern media and technology, it aims to overcome deficiencies in previous educational experience and provide materials for enriched learning, locally and to other schools.

Development and implementation of an instructional materials center was started in October 1969, as part of the long-range planning for a major media center facility and program by 1977 at the Institute of American Indian Arts. During FY 1969-1970, $16,000 was allocated for improvement and development of the existing library. Of this amount, $9,000 was obtained through Title I of the Elementary and Secondary Education Act. Expenditures included $8,000 for audiovisual equipment, $3,500 for audiovisual materials, and $3,000 for new books. At present there are 10,000 books in the library. The new equipment and materials were available at the start of the school year, September 1970. An active library program, conducted by the librarian provided in-service training for teachers, orientation courses in the use of the library for the entire student body, and an elective course for students in the use and application of AV equipment and materials.

Six weeks of observation were made by this investigator at the school during September and October 1970 to ascertain the impact of a library

program involving audiovisual materials on students and teachers. Attitudes to and acceptance by teachers and students of the instructional media were elicited by interviews and questionnaires. Answers and opinions indicated enthusiasm and support for the changes and accomplishments in the library in so short a time. Hopes were expressed for continuation and growth of the program in services and materials. Freedom of expression by the students using the audiovisual media in the library contrasted with the disinterest and apathy often exhibited in the classroom. The importance of a strong media center program was expressed in comments by teachers: "The library could be the 'spark plug' of the school"; "Non-verbal people may expand in the process of doing."

The strides that the library has made in a short time toward becoming an effective instructional materials center have been largely due to the work and capability of the present librarian with the support and cooperation of the Institute's Administrators. Further development of an integrated instructional materials center program requires additional facilities, equipment, materials, and trained personnel. Interest, cooperation, and adequate funding are needed in the ensuing years to accomplish the objectives and specialized functions of a dynamic media and resource center for Indian culture and art at the Institute of American Indian Arts at Santa Fe, New Mexico.

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APPENDIXES

APPENDIX A

STUDENT QUESTIONNAIRE ON USE OF INSTRUCTIONAL MATERIALS CENTER (IMC)

Institute of American Indian Arts
October 1970

Student: M or F No. of years at IAIA Grade:

1. How often do you use the IMC?

2. If enrolled previous years, do you use IMC more, less or the same?

3. Do you find enough materials in preparing classroom assignments?

	Art	Academic
Print materials (books, periodicals, etc.):		
Audiovisual materials:		
Equipment:		

4. Do you use IMC for materials other than for class assignments?

	Art	Academic
Print materials:		
Audiovisual materials:		
Equipment:		

5. Do you find instructional program in using IMC (library) given by staff helpful?

6. Do you find the extended hours (evenings and Sunday) helpful?

7. Comments and suggestions:

   Print materials:

   Audiovisual materials:

   Equipment:

   Training in use of AV:

   Services by staff:

APPENDIX B

TEACHER QUESTIONNAIRE ON USE OF INSTRUCTIONAL MATERIALS CENTER (IMC)

Institute of American Indian Arts
October 1970

1. What are the special learning needs of your students?

2. Do you use audiovisual materials in the classroom?
   If so, what?

3. Are the resources of the IMC helpful in providing supplementary materials?

   Print materials (books, periodicals, etc.):

   Audiovisual materials:

   Equipment:

4. Are there any perceivable differences in classroom interest or work of students since inception of the IMC program (Oct. 1969-Oct. 1970)?

5. Would interdisciplinary programs using multi-media be helpful in teaching your subject?

6. Comments (present program):

   Printed materials:

   Audiovisual materials:

   Equipment:

   In-service training in use of AV materials:

7. Suggestions:

   Additional materials, equipment or services:

APPENDIX C

STATEMENT OF PURPOSE
INSTITUTE OF AMERICAN INDIAN ARTS
SEPTEMBER 1968

The Institute of American Indian Arts is an accredited high school and post-graduate school, established to assist the American Indian in the constructive use of the unique values of his culture, through emphasis of the arts. The over-all program is a balance between arts education, a strong academic support curricula and a comprehensive human development (student life) program. The program, when meeting this broad objective, is under continuing study for potential application of techniques elsewhere in the Bureau and public education, where Indian students are involved. The accomplishments of the program are reflected in students (1) entering colleges or pursuing studies in specialized schools; (2) gaining professional status in the arts or crafts fields, or (3) being gainfully employed in related vocations — all with an awareness of individual worth in today's society.

The curricula is many-fold and includes inseparable institutional provisions for: (1) continuous development of an educational environment to assist young Indians toward full realization of their creative and intellectual powers, with special emphasis on the discovery and full utilization of their unique cultural strengths; (2) a terminal arts training program for talented, but academically limited, students emphasizing vocationally oriented production and actual business operation for the artist-craftsman; (3) an academic program that provides educational preparation in all learning skills and subject fields requisite to advanced study or direct application in any field of interest to the individual student; (4) academic studies that provide correlative support to the arts through investigation of background subject matter that the student may employ in arts expression; (5) broadly based, yet specialized, language arts programs leading to maximum effectiveness in oral and written communication; (6) the continuous development of programs designed to set an air of appreciation and an atmosphere of receptivity for Indian cultural contributions: i.e., development of American Indian theater; wide use of exhibitions and student productions; publication of significant literary achievements; sales promotion for arts and crafts; development of a unique repository — Instructional Materials Center — of resource materials relating to traditional and contemporary Indian cultural development; and (7) work with Bureau and other educational agencies in the development of art activities and general curriculum improvement, and lend assistance to in-service training programs.

APPENDIX D

MAJOR ACCOMPLISHMENTS: 1967-68
INSTITUTE OF AMERICAN INDIAN ARTS
SANTA FE, NEW MEXICO

ART AWARDS

-Second National Invitational; Center for the Arts of Indian America, Washington, D.C.
-Scottsdale National Indian Arts Exhibition; Scottsdale, Arizona
-Heard Museum Indian Arts and Crafts Show; Phoenix, Arizona
-23rd Annual American Indian Artists Exhibition, Philbrook Museum; Tulsa, Oklahoma
(1968 entries in the above shows brought 60 prizes to current IAIA students and 22 prizes to former students.)

CREATIVE WRITING

-Scottsdale National Indian Arts Exhibition; Scottsdale, Arizona (1st and 2nd prizes)
-New Mexico State University's High School Creative Writing Awards (7 awards and 3 honorable mentions)
-Five sales of prose and one of poetry for nation-wide textbook use.

MUSIC

-E-YAH-PAH-HAH Indian Chanters gave programs at local pueblos, Old Laguna Pueblo, Navajo schools at Fort Wingate and Tohatchi. Recordings sold out and new publication received June 1968.

THEATRE

-Performing Arts' first repertory season. 900 community people saw 30 performances. Troupe toured Oregon and Washington Indian centers in June 1968.

STUDENT SALES

-"HOOKSTONE," student operated sales center of student work, netted over $10,000 for Student Senate activities and brought equal profit to student artists.

DANCE

-Traditional Indian Dance Club gave 19 special performances away from IAIA and hosted a pow-wow in May 1968.

TRAVELS

-National Art Education Association Western Conference, Salt Lake City, Utah; March 1968; 6 students and 2 staff membe s gave demonstration program.
-Center for the Arts of Indian America, Washington, D.C.; 6 students set up exhibitions 1967-68.
-Southwestern Indian Pageant, Tucson, Arizona; 10 students and 2 staff members presented Indian fashion show, January 10-14, 1968.
-"Hemisfair," San Antonio, Texas; 14 Navajo students and 3 staff members demonstrated art techniques and traditional dances honoring Navajo Centennial, June 8-16, 1968.

PUBLICITY

-Special features in LIFE, NEW YORKER, THINK and NEW YORK TIMES.
-Four students and one staff member presented program about IAIA to 15 BIA schools, from Oklahoma to Alaska.

SPECIAL PROGRAMS

-Quilaut Eskimo Exhibit, IAIA Gallery; April 1968; hosted by 5 Eskimo students and well attended by community.
-Society for American Archaeology Conference, Santa Fe; May 1968; over 95 students, arts and kitchen staff participated in NIZHONI, an evening of feasting and dancing for the 500 delegates. Proceeds of $1,000 given to Traditional Indian Dance Club for costumes.
-Arts and Crafts of North American Indian Exhibition, Buenos Aires, Argentina; 90% of items shown are by students and staff of IAIA; visited by 35,000. Same exhibition has been in Edinburgh, Scotland, and Ankara, Turkey. Currently in Lima, Peru, and will be shown in Mexico City, September 1968.

APPENDIX E

LIBRARY BOOK INVENTORY REPORT, JUNE 1970

Institute of American Indian Arts

Classification	Number of books in collection	Number of books without cards	Books lost	Books withdrawn
Generalities 001-099	41	11	3	3
Philosophy, etc. 100-199	86	7	9	11
Religion 200-299	52	2	1	16
Social Sciences 300-399	393	19	12	91
Language 400-499	39	2	11	24
Pure Sciences 500-599	308	37	13	49
Technology 600-699	228	39	14	71
Recreation 790's	62	11	2	0
Literature 800's	441	46	12	103
History 900-999	1,104	65	35	56
History - Indian 970's	1,249	79	172	0

APPENDIX E (continued)

Classification	Number of books in collection	Number of books without cards	Books lost	Books withdrawn
Biography 92 and 920	507	72	6	93
THE ARTS - 700's				
Art - Reference	50	5	1	0
Art - Limited Circulation	19	5	1	0
Arts	939	58	57	22
REFERENCE	560	48	7	13
LIMITED CIRCULATION	95	30	14	0
FICTION	1,138	37	56	605
SHORT STORIES	94	17	5	30
	7,405[a]	590[b]	431[c]	1,187[d]

[a]Total now in collection.

[b]Books without catalog cards.

[c]Lost over period of 3 years.

[d]Bulk were unsuitable reading level or textbooks.

APPENDIX F

PROPOSED MEDIA PROGRAM BY LIBRARIAN
SPRING 1970

Media Program Emphasizing Student Core Group Activities Relating to Cultural and Self Awareness

Under a Title I grant this school year, the Library has not only been able to upgrade its collection but also has moved toward a multi-media operation. Among new materials are recordings, film loops, filmstrips, sound filmstrips, slides, art prints, and transparencies. Hardware purchased with Title I and with regular program funds includes tape recorders, stereo listening systems, loop projectors, slide projectors, super 8mm movie camera, copy camera, and a television camera and video tape recorder.

In order to utilize equipment and materials and to produce our own materials, students need to be trained in communications and media and hours of operation need to be extended. The proposal that follows suggests a means to involve students, media center personnel, and teachers in a cooperative effort to bring the center's creative potential to the attention of the total program.

II. OBJECTIVES:

A. To increase the hours of operation of the Library so that students may use its facilities during evening and weekend hours.

B. To increase visual literacy of students.

C. To extend communication skills.

D. To stimulate creative use of available technology, through activities of the "core" student studies group proposal below. Total student body would be affected by research, production activities of "Communications" and "Media" class.

E. To provide means for students to evaluate, observe self-image perceptions through creative works on film or video tape.

III. PLAN AND PROGRAM:

A. Student interest in and use of the Library has increased greatly with materials provided during the latter part of this school year. This has created more of a demand to extend the hours of the Library to

evenings and weekends. It is proposed that the Library be kept open Tuesday, Wednesday, Thursday evenings and Sunday afternoon and evening.

B. It is proposed that a "Communications and Media" class begin next fall. This would be a small group of students, limited to ten per semester, who would study communications theory, learn to operate all equipment, and begin producing studer' sound-slide presentations, 8mm films, and television presentations.

C. Teachers will be consulted during the summer for possible programs to be developed in cooperation with the Librarian and the Communications and Media class. As an example, the drama students can watch themselves on video tape to correct mistakes as can dance and speech students. Films and tapes can be made of pow-wows, theatrical presentations, and other artistic activities. Special sound-slide presentations can be developed in the areas of Indian biography, Indian history, traditional and modern Indian art. Such presentations would be developed primarily for IAIA but would certainly be of use to other BIA schools.

D. All students will be trained in the use of both equipment and materials. Again, video tape can be used to aid in this training.

EVALUATION:

a. Through records and observation, the Librarian will denote increase in use of Library facilities and materials.

b. An attempt will be made to correlate use of Library on the part of individuals with their reading ability. This will be done by keeping "reading records" on a selected group of students. The group will be selected among students with low reading levels, average and high. Achievement and Library use will be correlated.

c. Students in the Communications and Media class will be evaluated on creative applications.

d. Faculty and students will be asked to evaluate usefulness of the media program.

e. Thurston Temperament Schedule will be given in September and May to the ten students participating to identify attitudes and to determine change in attitude.

f. The 1970 overall achievement test of the school will be compared with the 1971 achievement test in May to show progress made by these 10 students. Hopefully we will see growth in Library Skills and Reading Skills.

g. Circulation records of print and non-print material will reveal the material used, by whom and how frequently used. Records will be examined monthly to show progress in the Program.

h. A student questionnaire, prepared by the Librarian, will be given at the beginning, middle and end of the Program to measure the student's attitude about himself, to measure change in self-esteem and response toward Program methods.

IV. IN-SERVICE TRAINING:

Our present Library Aid is being sent to Brigham City, Utah, to the Instructional Service Center, this June for Intensive Training in Media. The Librarian has training in Communications and Media. Both of these staff will train other staff members and members of the Communications and Media class through:

A. A planned program with specific behavioral objectives as goals;

B. Workshops, possibly with the help of the Instructional Service Center;

C. Visits to other functional media centers in the area.

V. DISSEMINATION OF INFORMATION:

A. Faculty members will be invited to a workshop before school begins in August. At that time they will receive bibliographies of media materials available and plans for the Communications and Media class.

B. The Librarian will work closely with individual faculty members in developing programs to be done on a cooperative basis between the media class and staff.

C. Orientation and research classes will be instructed.

D. Films, video tapes or other materials produced by the communications class will be shown to interested classes, to the entire school if of sufficient interest, and possibly to other schools.

E. The school newspaper will carry stories on items of interest.

F. Faculty members will be kept informed of all programs developed as well as receiving routine acquisition lists.

APPENDIX G

AUDIOVISUAL COURSE, FALL 1970

Institute of American Indian Arts

COURSE CREDIT: 1/2 credit per semester

GRADING: Objective standard: Ability to operate all equipment efficiently
Subjective standard: Cooperation, willingness to work, attendance

Generally speaking, this is a practice not a theory course. The primary function is to provide audiovisual services to staff and students at the Institute.

The "theory" you will learn:

1. You will be assigned certain articles to read from Audiovisual Instruction and other media magazines.
2. You will learn major sources of audiovisual materials; i.e., where to rent and buy.
3. Required reading:
   McLuhan, Marshall. Understanding media.
   American Library Association. Anglo-American cataloging rules; chapters 9, 12, 13, 14 and 15.
4. Major categories of the Dewey Decimal Classification System.

Machines you must know how to operate:

1. 8mm (Super 8 Technicolor) silent and sound projectors
2. Viewlex filmstrip projector/record player
3. All tape recorders; including knowing how to synchronize sound with slides.
4. Bell & Howell Super 8 movie camera
5. Overhead projector
6. Slide projector
7. Filmstrip projector
8. 3M dry photo copier and Xerox machine
9. 3M microfilm reader/printer; including microfiche attachment
10. Record players
11. APECO video camera, tape recorder, etc.
12. Dry mounting press
13. 16mm and 8mm projectors

Processes you must know:

1. Making color transparency lifts
2. Making transparencies
3. Splicing film
4. Dry mounting
5. How to change needles, bulbs, etc.

Assignments:

1. Routine library work in AV area will include rewinding tapes, films, etc., sorting slides, loading carousels, dry mounting prints, taping 78 rpm recordings, etc.
2. Other assignments will come as requests from staff members.

Project:

Each student will be required to create one audiovisual project during the year. The subject may be one of your own choice. You may make a video tape, a sound/slide project, a set of transparencies with a script, an 8mm movie with sound, etc. The deadline for choosing a topic is October ?.